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ED 134 672-135 932

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

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SPECIAL ANNOUNCEMENTS

SPONSORING AGENCIES ADDED TO INSTITUTION INDEX

Beginning with the issue of *Resources in Education (RIE)* for July 1977 the Institution Index will incorporate entries for Sponsoring Agencies as well as entries for those organizations responsible for document preparation. All subsequent cumulative indexes will be expanded similarly. This improvement has been made in response to user requests and is intended to improve user access to materials announced in *RIE*.

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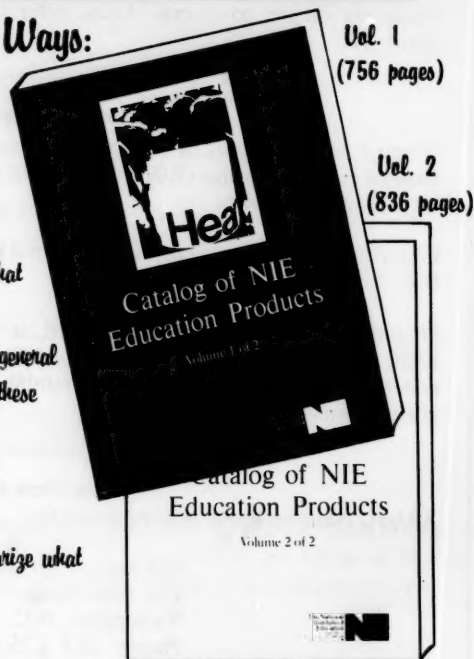
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Volume 12 Number 7 July 1977

Resources in Education

ED 134 672-135 932

Table of Contents

DOCUMENT SECTION 3

Document resumes 5

INDEX SECTION

Subject index 191

Author index 289

Institution index 311

Clearinghouse Number/ED Number Cross Reference index 335

NEW THESAURUS TERMS 342

OTHER ERIC PRODUCTS 346

HOW TO ORDER ERIC DOCUMENTS 350

HOW TO ORDER ERIC PUBLICATIONS 352

Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

FROM CLERK

DOCUMENT SECTION

ERIC Accession Number — identification number sequentially assigned to documents as they are processed.

SAMPLE ENTRY

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Author(s).

ED 654 321

56

CE 123 456

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane
Career Education for Women

Organization where document originated.

Central Univ., Chicago, Ill.
Spons. Agency — National Inst. of Education
(DHEW), Washington, D. C.

Sponsoring Agency — agency responsible for initiating, funding, and managing the research project.

Date published.

Report No. — CU-2081-S
Pub Date May 73
Contract — NIE-C-73-0001

Report Number — assigned by originator.

Contract or Grant Number — only NIE or USOE contracts or grants are recorded.

Note — 129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)
Available from — Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

Descriptive Note (pagination first).

Alternate source for obtaining documents.

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage
Descriptors — *Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Descriptors — subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

EDRS Price — price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute, Illinois

Identifiers — additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-37	PS—Early Childhood Education	117-126
CG—Counseling and Personnel Services	37-47	RC—Rural Education and Small Schools	126-139
CS—Reading and Communication Skills	47-61	SE—Science, Mathematics, and Environmental Educa- tion	139-150
EA—Educational Management	61-72	SO—Social Studies/Social Science Education	150-160
EC—Handicapped and Gifted Children	72-82	SP—Teacher Education	160-170
FL—Languages and Linguistics	82-91	TM—Tests, Measurement, and Evaluation	170-182
HE—Higher Education	91-100	UD—Urban Education	182-190
IR—Information Resources	100-111		
JC—Junior Colleges	111-117		

CE

ED 134 672

CE 007 936

Porter, Harry L., Jr.

Comprehensive Erosion and Sediment Control Training Program for Engineers, Architects and Planners.

Virginia State Soil and Water Conservation Commission, Richmond, Va.

Spons Agency—National Association of Conservation Districts, Washington, D.C.

Pub Date Mar 76

Grant—EPA-T-900556-01-0

Note—136p.; For related documents see CE 007 936 and CE 008 662-663

Available from—National Association of Conservation Districts Service Department, 408 East Main, League City, Texas 77573 (\$2.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Architects, Behavioral Objectives, *Conservation (Environment), Course Content, Curriculum Guides, Engineers, *Land Use, Post Secondary Education, *Professional Training, *Soil Conservation, *Soil Science, *State Programs, Unit Plan

Identifiers—*Virginia

This program training text was designed to provide uniform instruction to the engineer, architect, planner, and others who will be helping to implement an erosion and sediment control program. Although tailored for use in Virginia, the basic principles covered are universal, and the material is adaptable to meet the needs in any State. The 11 units are grouped into four parts. Part 1 introduces Virginia's erosion problems, specific damages, costs, and the Erosion and Sediment Control Program. Part 2 covers the erosion and sedimentation process, soil loss prediction, channel erosion, and storm water management. Erosion control practices and principles and implementation of a control plan are presented in parts 3 and 4. A list of references is given for each part. Each unit in the program begins with a statement of the purpose and significance of the unit. The objectives for the unit are stated, followed by the subject matter content which may include outside references, background questions, or problems. Criterion questions enable the student to test himself. A summary answers the questions and briefly lists pertinent points. Photographs, charts, and drawings illustrate the text. Material to supplement the text is appended. Also cited is "The Virginia Erosion and Sediment Control Handbook," required as part of the subject content of the program. (Author/RG)

ED 134 673

CE 008 354

De Montvalon, Robert

The Aspirations of Young Migrant Workers in Western Europe. Educational Studies and Documents No. 21.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—39p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Aspiration, *Family Characteristics, Females, Foreign Countries, *Individual Needs, *Migrant Workers, *Migrant Youth, Motivation, *Social Factors, Surveys

Identifiers—Europe (West), UNESCO

This study is an attempt to describe and interpret the aspirations of young migrant workers living in western Europe, and concludes with proposals for research and for action. It is noted that the study has its limitations, dictated by the subject itself and by the method of work. The method described for collecting data involved the Secretariat of Unesco's request to a number of nongovernmental organizations in nine countries (in Europe) to undertake surveys on various aspects of the situation of young migrant workers, the results of which were compiled. Information is presented in four major sections which are intended to (1) help to bring to light the nature and meaning of the aspirations of young migrant workers, thereby setting up signposts for future research workers; and (2) enable proposals to be framed concerning the action to be undertaken or developed. The four sections cover the people involved, their aspirations, outcome of the analysis, and proposals. References are appended. (WL)

ED 134 674

CE 008 355

de Clerck, Marcel

The Operational Seminar: A Pioneering Method of Training for Development. Educational Studies and Documents No. 20.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—60p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016 (\$2.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Educational Development, *Field Experience Programs, Foreign Countries, *Illiteracy, Illiterate Adults, International Education, *Professional Train-

ing, Program Descriptions, *Program Development, *Seminars, Training Techniques

This descriptive study is mainly intended for adult educators, teachers, engineers and technicians in industry and agriculture in charge of illiterate workers, international and national specialists responsible for the launching and running of literacy programs, and more generally for all who take an interest in the work which is being done to link education to development. The focus is on operational seminars (the principles and methodology of which were worked out and applied through the efforts of UNESCO), which have in recent years become an important means for training personnel for national literacy programs. The conceptual basis, organization, content, and results of certain of the operational seminars held so far are presented in four chapters: I. Introduction to the Operational Seminar on Literacy Work, II. Development of the Background to the Operational Seminar, III. Phase One of the Educational Study of the Milieu, and IV. Phase Two of the Educational Process: The Education and Training Program. A separate section, Conclusions and Future Prospects, and two appendixes (Some Practical Hints on Organizing an Operational Seminar and Specimen Program of Activities of an Operational Seminar on Functional Literacy Training Linked with Rural Development) are included. (WL)

ED 134 675

CE 008 360

Waters, Kathleen A. Hanken, Mary Alice

The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973.

American Medical Record Association, Chicago, Ill.; Seattle Univ., Wash.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date [74]

Note—65p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Education, *Articulation (Program), Associate Degrees, Bachelors Degrees, Career Ladders, *College Curriculum, Consortia, *Curriculum Design, Curriculum Planning, Health Occupations Education, Health Personnel, *Medical Record Technicians, Post Secondary Education, Regional Cooperation, Research Projects

Identifiers—Seattle University

Objectives of a 3-year articulation project were (1) to design and put into effect a curriculum for medical record personnel which would provide educational progression for associate arts degree medical record technicians to baccalaureate degree medical record administration programs, (2) to research, classify, and compare curriculum content of the technician and administration programs, (3) to develop classroom and laboratory instructional materials, (4) to identify medical record curriculum components compatible with other allied health curricula for development of core allied health courses, and (5) to inform those in the profession about the project and its relationship to their own programs. Project participants developed a plan with four major components: A consortium of medical record baccalaureate and associate arts degree programs in the northwest region, workshops, newsletters, and an advisory committee. The plan was to undertake the project at a regional level. The media included correspondence, research, development of guidelines for use in gathering and comparing information, and making a comparative study of a local community college medical record technician program with the Seattle University program. Curriculum revision did result from the project and a curriculum ladder has been implemented at Seattle University (SU). Medical record technicians who have associate arts degrees can transfer into the program and receive full credit for 90 hours of their associate arts degree work plus approximately 10 credits towards the 45 credit hours of the professional health information curriculum at SU. (Appended to the project report is a paper on current and future directions in medical record curriculum.) (WL)

ED 134 676 08 CE 008 399

Hochman, Irvin. Pena, Raymond.
Survey of Consumer Education and Survey of Opinions of Secondary School Administrators Regarding Proposed Criteria for Consumer Education Programs in New Jersey Public Schools.

Bergen Community Coll., Paramus, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76
Note—188p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrative Policy, *Administrator Attitudes, *Consumer Education, *Criteria, *Curriculum Development, Educational Research, Minority Groups, *Program Development, Program Evaluation, Questionnaires, School Surveys, Secondary Education, State Surveys, Statistical Data, Student Enrollment, Tables (Data)

Identifiers—*New Jersey

This study was designed to provide current information regarding the status of consumer education in New Jersey public secondary schools, to develop criteria for consumer education curricula and programs, and to assist in preservice and in-service training of teachers. Two questionnaires were used. The first, a status survey, contained 211 questions regarding aspects of consumer education programs. Significant response differences were noted among (1) various types of secondary schools, (2) schools that do not offer any consumer education; that offer separate courses only; that offer only consumer education components integrated in regular course offerings; and that offer both separate and integrated courses, and (3) schools with varying enrollments, annual expenditures per pupil, and percentages of minority students. The second questionnaire, a criteria survey, contained 18 criteria which were largely based on a review and synthesis of criteria and standards for consumer education programs already developed in a number of other States. Analysis of data included differences in the responses of various types of secondary schools. Results of both questionnaires are reported in tables and questionnaires are included in the appendix. (TA)

ED 134 677 CE 008 409

Williams, Michael J. And Others.
A Curriculum Guide for Industrial Arts Activities for Children with Emotional Problems.
Central Connecticut State Coll., New Britain.
Pub Date Jun 76

Note—79p.; Curriculum Guide developed by the Division of Technology of Central Connecticut State College

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, Educational Legislation, Elementary Education, *Emotionally Disturbed Children, *Industrial Arts, *Learning Activities, *Learning Characteristics, Psychomotor Skills, *Regular Class Placement, Remedial Instruction, *Skill Development, Special Education, Student Projects, Teaching Methods, Trade and Industrial Education

Identifiers—Connecticut
The course guide contained in this document was developed to provide industrial arts instructors with some understanding of emotional disturbances and remedial objectives which can be stressed with mainstreamed emotionally disturbed children through industrial arts activities. Major discussion centers on (1) laws, legislation, and regulations concerning special education; (2) the special child and his emotions; (3) teaching techniques at Wells Street School (Connecticut); (4) rehabilitation goals through industrial arts; (5) defense mechanisms of emotionally disturbed children; (6) an example of a pretest to allow the instructors to gain an understanding of the students and their knowledge levels; (7) project development, including description of the project method of assembly, tools and materials required, preparation, behavioral and remedial objectives, and diagrams; (8) tools and supply list; and (9) critique of the mainstreaming program at Wells Street School. A bibliography is appended. (TA)

ED 134 678 CE 008 413

Andrew, Barbara J. And Others

National Program for the Evaluation of Primary Care. Physician's Assistants. Final Report.
National Board of Medical Examiners, Philadelphia, Pa.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date Jul 76

Contract—HRA-N01-AH-34031

Note—177p.; Parts of appendices will not be legible due to blurred type

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Certification, *Criterion Referenced Tests, Evaluation Methods, Interpersonal Competence, Measurement Techniques, Medical Education, National Competency Tests, Occupational Tests, *Physicians Assistants, Predictive Ability (Testing), Primary Health Care, Simulation, Statistical Analysis, *Test Construction, *Test Validity

This report of the development and validation of a criterion-referenced examination for physician's assistants contains an overview of phase 1 project activities (1972-74) and more detailed description and data on phase 2 activities (1975-76). The overview describes the rationale for the development of the examination. (It was the first certifying examination for health care professionals that was based on task analyses of health care functions—data gathering, analysis and interpretation, and medical and health care strategies—as opposed to curricular content.) Administration of the first National Certifying Examination for Primary Health Care Physician's Assistants in 1973, the validation studies of that exam, and the administration and statistical analyses of the 1974 exam are summarized in the overview. Phase 2 activities are described in detail in three sections: (1) A study of audiovisual simulation techniques for assessing interpersonal skills, (2) a validation study of the 1974 certifying examination involving medical record audits, and (3) an analysis of the 1975 certifying examination. Appendices A, B, and C contain the audiovisual simulation materials which include the sample paper-pencil simulation, the interaction observation form, and the patient protocol form. Appendices D and E contain the audit validation study materials, which include the sample audit criteria set and the instruction manual and sample abstracting form for record reviewers. References are provided. (TA)

ED 134 679 CE 008 485

Lambert, Roger H. And Others

A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—38p.; For a related document see ED 123 839

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, *Curriculum Guides, Disadvantaged Youth, Emotionally Disturbed, *Handicapped, *Instructional Materials, Mentally Handicapped, Resource Guides, Resource Materials, *Special Education, Speech Handicapped, Visually Handicapped, *Vocational Education

Developed to encourage and support curriculum development and instructional activities in vocational education for handicapped and special students through identification of resources and materials, this bibliography lists over 300 citations. Citations are grouped under different code numbers which provide information about the document content. Each citation includes the title, author and/or institutional source, address, date, number of pages, and the price (when possible). (WL)

ED 134 680 CE 008 494

Revised Recommendation Concerning Technical and Vocational Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, Administrator Role, Adult Education, Continuous Learning, *Educational Administration, Educational Objectives, Educational Planning, *Educational Policy, Educational Strategies, *International Organizations, Learning Processes, Occupational Guidance, Standards, *Technical Education, Vocational Counseling, *Vocational Education, Vocational Education Teachers

The UNESCO (United Nations Education, Scientific, and Cultural Organization) revised recommendation setting forth general principles, goals, and guidelines concerning technical and vocational education (adopted by the General Conference at its 18th session in Paris, 19 November 1974) is presented under the following headings: (1) Technical and vocational education in relation to the educational process: objectives; (2) policy, planning, and administration; technical and vocational aspects of general education; (3) technical and vocational education as preparation for an occupational field (organization and program content); (4) technical and vocational education as continuing education; (5) guidance; (6) the teaching and learning processes: Methods and materials; (7) staff (teaching, administrative and guidance); and (8) international cooperation. (TA)

ED 134 681 CE 008 517

Lee, Connie W. And Others

Third Progress and Information Report of the Vocational-Technical Education Consortium of States.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Pub Date Jul 76

Note—127p.; For related documents see CE 009 456-457

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Standards, Administrative Organization, *Consortia, *Cooperative Planning, Educational Coordination, Models, Organization, *Performance Based Education, Program Descriptions, *Regional Programs, Research Projects, Technical Education, *Vocational Education

Identifiers—Vocational Technical Education Consortium States, V-TECS

This description of major activities and accomplishments of the Vocational-Technical Education Consortium of the States (V-TECS) since the second progress report of May, 1975, is designed to provide the reader with a basic understanding of the processes and procedures used by the consortium in achieving its major goal: The production of catalogs of performance objectives, criterion-referenced measures, performance

guides, and associated tool and equipment lists to serve as a basis for performance-based vocational-technical curriculum development. The report is divided into two sections: (1) The main part or narrative report and (2) a series of appendices for those readers who want more detail on certain aspects of V-TECS. The narrative section includes six parts: (1) Introduction, (2) Organizational Structure (Southern Association of Colleges and Schools; Commission on Occupational Education Institutions; and V-TECS Board of Directors, Central Staff, and Technical Coordinators), (3) Methods and Procedures (the V-TECS model, training of State technical personnel, committee structure of the board of directors, and project survey results), (4) Project Status and Dissemination/Diffusion Planning (project completion schedule, V-TECS computerized data banks, and State diffusion strategies), (5) Research Projects (results of project grant for computer systems development, feasibility study of applicability of V-TECS materials to handicapped learners, and project conference/symposium: proposals pending by V-TECS to USOE; and application of delphi technique for V-TECS long-range planning), and (6) Information for Membership in V-TECS (period of membership and process). The appendices include Bylaws of V-TECS; Board of Directors, Alternates, and Technical Coordinators of V-TECS, and State Directors of Vocational Education in Member States; V-TECS Staff Resumes; Members of the Committees of the V-TECS Board of Directors and the Technical Coordinators Task Force; and Analysis of D.O.T. Job Titles by Project, July, 1976. (HD)

ED 134 682 08 CE 008 618

Morgan, Samuel D., Ed.

Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Rosslyn, Virginia, April 11-14, 1976).

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—184p.

Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order No. CP-7, \$3.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Administrative Organization, Administrator Attitudes, Administrator Role, *Advisory Committees, *Leadership Training, National Organizations, Post Secondary Education, *Program Development, Secondary Education, Seminars, State Agencies, State Boards of Education, *Vocational Education

Procedures used in planning the leadership development seminar and other information intended to be of use to State and national council members and other educational planners are presented in this report of a leadership development seminar for advisory councils on vocational education. Major objectives of the seminar are stated and include (1) identification and organization of the most prominent problems, concerns, and needs of State advisory councils on vocational education; (2) identification and sharing with all councils of the more successful procedures and practices being followed by State councils; (3) discovery, development, and sharing of new approaches and procedures for State advisory councils through use of consultants and experts; (4) acquisition of new ideas, procedures, and processes by State advisory council members and staff through simulation and group interaction; (5) development of leadership skill and greater confidence in handling the responsibilities of council members and staff; and (6) improved operation and higher level of success by State advisory councils as one result of seminar participation. Contents include conference inventory instruments, key points to remember in planning seminars, correspondence of different State advisory council members, committee reports, summary of advisory council recommendations, and other council related information. The participant list is appended. (SH)

ED 134 683

Spodahl, Lars

Choice of Aspects for Describing Work in Educational Planning. Didaktometry. No. 51, August 1976.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Aug 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Critical Incidents Method, Curriculum Development, Educational Planning, Forestry Occupations, *Job Analysis, *Occupational Information, Rating Scales, *Reliability, *Research Methodology, *Task Analysis, Vocational Education

Criteria are proposed and discussed for the choice of descriptors to be used in developing task analyses for use in vocational educational planning. In order to examine the possibilities of achieving stable ratings in some suggested job aspects (categories), a work operation (short-wood logging) is analyzed into 17 units which in turn are described in 10 aspects by means of ratings from 140 forestry teachers in the Swedish gymnasium/school. Five of the 10 aspects (work aspects) refer directly to the job while the remaining five aspects (pedagogical aspects) concern the students' possibilities of receiving natural feedback in the learning situation. A profile is presented for each aspect showing the medians for all the 17 units. The structure of these profiles is shown to be more stable for the work aspects than for the pedagogical aspects when the size of the judging group is varied. The correlations between work aspects and their corresponding pedagogical aspects are found to be negative. The author concludes with a suggestion for the use of the results for educational planning. (Author/JT)

ED 134 684

Porter, Harry L., Jr.

Comprehensive Erosion and Sediment Control Training Program for Job Superintendents and Inspectors.

Virginia State Soil and Water Conservation Commission, Richmond, Va.

Spons Agency—National Association of Conservation Districts, Washington, D.C.

Pub Date Mar 76

Grant—EPA-T-900556-01-0

Note—69p.; For related documents see CE 007 936 and CE 008 662-663

Available from—National Association of Conservation Districts Service Department, 408 East Main, League City, Texas 77573 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavioral Objectives, *Conservation (Environment), Construction (Process), Course Content, Crew Leaders, *Inspection, Land Use, Post Secondary Education, *Soil Conservation, Soil Science, *State Programs, Supervisors, Unit Plan

Identifiers—*Virginia

One of two training program texts built around the Virginia Erosion and Sediment Control Law and Program, this guide presents a program designed to meet the needs of job superintendents and inspectors. (The other guide, containing a program for engineers, architects, and planners, was designed to train professional people who need engineering and technical information to plan and design control systems on land development projects.) In the program presented here the emphasis is changed from engineering and design to the fundamentals of good conservation practice application for persons who have responsibility on a construction project to see that erosion and sediment control measures are properly installed and functioning. The course is presented in four parts of two or three units each. Part I presents the Virginia program and defines erosion and its damages. Part II covers types of erosion and the characteristics of sedimentation processes. In part III the principles of erosion and sediment control, a control plan, and details of control practices are presented. Part IV describes the roles of the job superintendent and inspector. Each unit includes purpose and significance, content, questions, summary (including question answers), and references. The text is supplemented by figures and photographs. (MF)

ED 134 685

Virginia Erosion and Sediment Control Handbook. Standards, Criteria and Guidelines.

CE 008 641

Virginia State Soil and Water Conservation Commission, Richmond, Va.

Spons Agency—National Association of Conservation Districts, Washington, D.C.

Pub Date Apr 74

Grant—EPA-T-900556-01-0

Note—305p.; For related documents see CE 007 936 and CE 008 662-663

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Conservation (Environment), Construction (Process), Design, Guidelines, Land Use, Natural Resources, *Plant Science, *Soil Conservation, *Soil Science, Specifications, State Legislation, *State Programs, *State Standards

Identifiers—*Virginia

Guidelines and technical standards for development of local erosion and sediment control programs and conservation standards to meet the goals established by the Virginia Erosion and Sediment Control law are presented in this handbook. Part I defines natural and manmade erosion, sedimentation, and the hazards of uncontrolled wear and damage to the land. Part II provides guidelines for erosion and sediment control planning and plans, submission of plans to local and State authorities, and activities which require approved plans. Comprising most of the handbook, part III contains standards and specifications for a variety of erosion and sediment control practices for use on construction sites and similarly disturbed areas. Control practices generally fall into two categories, vegetative and mechanical. Mechanical control practices include structural and material specifications for dikes, drains, outlets, grading, and other control methods. Vegetative practices to stabilize disturbed areas include plantings, seeding, sod, and other protection methods. Parts IV and V contain the Virginia Soil and Water Conservation Commission's requirements for State agency projects and for local control programs. The handbook also lists references and a glossary of representative terms used in conservation activities. Numerous tables, drawings, photographs, and figures supplement the information in the handbook. (MF)

ED 134 686

Thomas, Hollie B. Boyett, Ray H.

Baseline Data for Teacher Education. Final Report.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee.

Pub Date Jun 76

Note—145p.; Several pages may not reproduce well due to small, faint type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Educational Research, Educational Trends, *Inservice Teacher Education, Labor Supply, Manpower Needs, Models, *Preservice Education, Staff Improvement, Statewide Planning, Teacher Education, *Teacher Supply and Demand, *Technical Education, *Trend Analysis, *Vocational Education

Identifiers—Florida

The major purposes of this study were to (1) develop baseline data relative to the supply of and demand for vocational and technical education personnel by program area, level, and area of the State; (2) identify the availability of inservice and preservice programs for vocational and technical education personnel, and (3) analyze any discrepancies which may exist between the need for and the availability of programs including any unwarranted duplication of training efforts. Data was collected (through surveys) from public secondary schools; district directors of vocational education; community colleges regarding personnel recruitment policy, hiring policy, sources of personnel; preservice and inservice teacher education programs; and the utilization of teacher education institutions. Results showed that with one important exception, supply and demand for vocational and technical education personnel in Florida are fairly well balanced, and that current productivity of teacher education institutions in Florida is not creating an oversupply of vocational and technical teachers. The health and public service program area proved to be the one serious exception to the general finding of equilibrium between supply and demand forces. The study also indicated that (a) inservice pro-

8 Document Resumes

grams are not distributed in proportion to vocational teaching personnel, (b) most inservice activities are of a professional rather than technical nature, (c) most inservice activities were offered for more than one vocational program area, and (d) funding for inservice activities was not equally distributed throughout the State. Questionnaires used in the study are appended. (HD)

ED 134 687 CE 008 678

Rehabilitation of the Handicapped Programs, 1976. Hearings before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, Second Session on Oversight Hearings on Rehabilitation of the Handicapped Programs and the Implementation of Same by Agencies under the Rehabilitation Act of 1973. Part 1. February 20, 23, 24, 26; March 30, 1976.

Pub Date 76

Note—627p.; Not available in hard copy due to small type in parts of document

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, Federal Aid, *Federal Legislation, Federal Programs, *Handicapped, Human Services, Mentally Handicapped, Physically Handicapped, Policy Formation, Post Secondary Education, Professional Associations, *Program Administration, *Program Effectiveness, Program Planning, Rehabilitation, Rehabilitation Programs, Special Education, Standards, Vocational Education, *Vocational Rehabilitation, Wages

Identifiers—Rehabilitation Act of 1973

The full texts of all prepared statements and supplemental materials presented during five days of oversight hearings held on rehabilitation of the handicapped programs and implementation of these programs by agencies under the Rehabilitation Act of 1973 are contained in this document. Statements are made by (1) State and local directors and other representatives of various institutions and organizations for the physically and mentally handicapped, and (2) representatives from State departments of education, Federal agencies, State and national advisory councils, and various professional organizations. The statements, exhibits, and panel discussions present national, local, and institutional concerns regarding the conditions of rehabilitation programs for the handicapped. Additional information is included in the form of articles, publications, official communications, questions and answers, and selected tables. (TA)

ED 134 688 CE 008 685

Lewis, Wiley B.

Vocational Educators' Perceptions of Curriculum Materials Development. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date 13 Aug 76

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrator Attitudes, Agency Role, *Curriculum Development, Educational Research, *Educational Responsibility, Instructional Materials, *Material Development, Planning, Post Secondary Education, Questionnaires, Secondary Education, Statewide Planning, Surveys, *Teacher Attitudes, *Vocational Education, Vocational Education Teachers

Identifiers—Colorado

This study was designed to answer questions concerning how State-level efforts related to the development of vocational education curriculum materials should be conducted, by whom, and through what means. A review of relevant literature and materials was initiated, and questionnaires and interviews were used to gather additional information from local vocational directors, local administrators, vocational teacher educators, and State Board for Community Colleges and Occupational Education (SBCCOE) staff in Colorado. Tables supplement the findings, which are discussed under the following topics: State level curriculum materials development efforts; agencies responsible for vocational education curriculum materials development; importance of selected activities funded by the SBCCOE; im-

portance of specific activities in any Colorado vocational education curriculum materials development effort; types of vocational education curriculum materials; agencies with primary responsibility for preparing specific products; individuals with primary responsibility for preparing specific products; importance of the audiences for whom vocational education curriculum materials should be developed; importance of curriculum materials development activities which should receive State funds if limited financial resources exist; and agencies which should serve as a centralized coordinating location. Conclusions and recommendations are presented along with the following implications: (1) Additional State level support should be made available to the curriculum materials development, (2) vocational educators must be organized into a cohesive support group, (3) a curriculum materials development system should be designed and implemented, and (4) education related to curriculum materials development is and will continue to be important. (SH)

ED 134 689 CE 008 692

Calhoun, Calfrey C. Finch, Alton V.

Vocational and Career Education: Concepts and Operations.

Pub Date 76

Note—493p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California, 90002 (\$13.95)

Document Not Available from EDRS.

Descriptors—*Career Education, Curriculum Design, Definitions, Educational Administration, Educational Change, Educational Development, Educational Finance, *Educational History, *Educational Philosophy, Educational Policy, Educational Practice, Educational Theories, Educational Trends, *Foundations of Education, Needs Assessment, Occupational Guidance, Organization, Program Evaluation, Research Problems, State Federal Aid, Technical Education, Textbooks, Vocational Counseling, *Vocational Education, Vocational Education Teachers

Designed particularly for use in undergraduate and graduate courses in principles, history, and philosophy of vocational education and vocational career development, this text is also suggested by the editors for use in inservice teacher education classes in foundations of vocational education, vocational counseling and development, history and philosophy of vocational education, and vocational career development. While viewing vocational education as a component of career education, the authors bring the two together to show their conceptual and operational relationships. The text is divided into three major parts: (1) Conceptual Dimensions of Existing and Emerging Career-Related Programs; (2) Career Development: An Expanding Emphasis in Education; and (3), Operational Dimensions of Vocational Education as a Component of Career Education. Chapter headings are Personal-Societal Needs and Vocational Education; Historical Perspective of Vocational-Technical Education; Factors Influencing Varied Aspects of Vocational-Technical Education; Relationship of Vocational Education to Other Educational Emphases; Theory and Design of Career Education; Implementing Career Education: Issues, Problems, and Needs; Career Guidance in Vocational Education; Institutions Providing Vocational-Technical Education; Organization of Vocational and Technical Education; Curriculum Structure and Strategy in Vocational Education; Research and Vocational-Technical Education; State and Federal Support for Vocational Education; Public Relations for Vocational-Technical Education; and Evaluation in Vocational-Technical Education. Appendix A contains a sample needs assessment instrument and appendix B contains a sample course evaluation form. (TA)

ED 134 690 CE 008 705

The Evaluation of Vocational Training. Report of a Seminar (University of Manchester, United Kingdom, January 1975).

Commission des Communautés Europeennes (Luxembourg).

Pub Date Dec 75

Note—145p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Cost Effectiveness, Employment Opportunities, Evaluation Criteria, Evaluation

Methods, Foreign Countries, Human Resources, Institutional Role, *Job Training, Manpower Utilization, Program Effectiveness, *Program Evaluation, Seminars, Systems Analysis, *Training Objectives, *Vocational Education

Identifiers—Europe, United Kingdom

Based on the working papers and the results of seminar discussions on the evaluation of vocational education in various European countries, this volume summarizes current European thinking on the evaluation of training programs. Chapter 1 describes and defines the different levels of analysis which can be used in evaluation: analysis in the domains of socioeconomic policy, manpower policy, training policy, and evaluation within the training program itself. Chapter 2 deals with evaluation within the various domains, i.e., the evaluation of training programs. Chapter 3 covers evaluation within the training programs, e.g., the assessment of trainees and of teaching methods. Chapter 4 discusses cost benefit analysis techniques as applied to vocational training. Chapter 5 presents an overview of evaluation and its practical implementation. A number of papers follow the overview given in each chapter, selected to give practical examples of the theoretical discussion. (JT)

ED 134 691 CE 008 720

Naftziger, Dean H. Hiscoc, Michael D.

A Survey of Occupational Licensing and Certification Procedures.

Pub Date Apr 76

Note—11p.; Paper presented at the National Council on Measurement in Education Annual Meeting, (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, *Certification, Correspondence Study, Educational Certificates, Home Study, *Independent Study, National Surveys, *Occupational Tests, *Occupations, State Licensing Boards, State Standards, *Testing Programs

A study was conducted to determine the licensing and certification procedures for major State and national agencies and occupational governing bodies throughout the country. The project focused on two objectives: (1) Compilation of self-study programs leading directly to certification or licensing, and (2) development of general and specific information about licensing and certification procedures for those occupations in which vocational competence is determined through examination. The survey was conducted by mail, soliciting information on both independent study courses leading to licensure or certification and the licensure or certification procedures themselves. Information was solicited from State governmental agencies, home study schools, colleges and universities, companies, labor organizations, professional and trade organizations, and other groups and individuals. The most consistent finding was the general inconsistency among both licensing and certification agencies across States in their procedures, policies of reciprocity, and prerequisites. Information collected showed a disarray of licensing and certification procedures and policies that must be seen as impenetrable to those seeking direct ways of demonstrating their occupational competence. Evaluation of the information collected revealed that very few independent study courses lead to recognition of achievement through award of certificate, license, or academic degree. Tentative conclusions derived from the project work are discussed in detail. (TA)

ED 134 692 CE 008 732

White, Donald K.

Continuing Education in Management for Health Care Personnel. A Second Opinion.

Hospital Research and Educational Trust, Chicago, Ill.

Pub Date 75

Note—54p.

Available from—Hospital Research and Education Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 (HRET Catalog Number 9152, \$5.00)

Document Not Available from EDRS.

Descriptors—*Continuous Learning, *Health Personnel, *Health Services, Management, *Management Education, *Program Effectiveness, Program Evaluation, State Programs

Results are reported of an intensive evaluation of a statewide continuing education program in health care management based on interviews with program participants, their supervisors, and the administrators of their institutions. Focus is not how much knowledge was conveyed, but on how widely learning was reflected in improved management effectiveness on the job. Findings and recommendations are intended to offer practical assistance to persons organizing educational programs and to educators in health-related disciplines. There are six chapters: (1) A discussion of the research methods used, including descriptions of the survey and interview techniques and of the questionnaire, (2) an analysis of the interview findings and a summary of the main points made by the persons interviewed, (3) general conclusions, identifying the main tasks toward which new efforts should be aimed, and offering recommendations regarding training needs, telelectures, college courses, traveling workshops, and the role of the parent facility, (4) specific recommendations regarding the objectives and content of programs of continuing education in management and an outline of a model curriculum, (5) a guide to teaching methods appropriate for the model curriculum—lectures, visits, readings, audiovisual materials, learning-by-doing and group exercises, case studies, and practical applications on the job, and (6) recommendations on ways in which a health facility can provide an effective learning environment and an outline of the training responsibilities of administrators. (WL)

ED 134 693 08 CE 008 788

Drummond, Bob And Others

A Study of the Relationships Between Student Characteristics, "Success" and Course of Study in Selected Voc-Tech Training Programs. Research and Development Series No. C/74-1.

Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, *Career Choice, Educational Research, Personal Values, *Predictive Ability (Testing), Senior High Schools, Student Attitudes, *Student Characteristics, *Success Factors, Vocational Development, *Vocational Education, Vocational Interests

A study concerned with the validity of using test data as predictors of student success in various vocational education programs focused on description of the student group in terms of selected variables and on an investigation of the similarities and differences of the groups. Subjects were 519 students representing 12 programs of study (with greatest representations coming from auto mechanics, building trades, and electricity/electronics) from six vocational centers in Maine. Three types of data were gathered: (1) Information about program of enrollment, expected job, retrospective vocational aspirations, and feelings about school gathered by an eight-item questionnaire developed by the authors and completed by the subjects; (2) indicators of academic and intellectual abilities (grade averages and scores on an ability test administered in conjunction with the project); and (3) standardized measures of interests, values, and attitudes related to career development gathered with the Work Values Inventory (WVI), the Ohio Vocational Interest Survey (OVIS), and the Career Maturity Inventory (CMI). Results were found to support the hypothesis that standardized tests differentiate among students in various vocational training programs. It is also concluded that intensive longitudinal studies are essential to a fuller and more useful understanding of the relationship between student characteristics and salient outcomes of education. (The report includes presentation and discussion of all the study's findings.) (LAS)

ED 134 694 CE 008 834

An Act to Amend Title 38, United States Code, to Set a Termination Date for Veterans' Educational Benefits.... Public Law 94-502, 94th Congress.

Congress of the U.S., Washington, D.C. Senate.

Pub Date 15 Oct 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, *Educational Finance, *Educational Legislation, Educationally Disadvantaged, Federal Aid, Federal Legislation, *Student Financial Aid, *Veterans, *Veterans Education

The Veterans' Education and Employment Assistance Act of 1976 (Public Law 94-502) is described in this document. The act is structured to amend title 38, United States Code, to set a termination date for veterans' educational benefits, to increase vocational rehabilitation subsistence allowances, educational and training assistance allowances, and special allowances paid to eligible veterans; to extend the basic educational assistance eligibility for veterans and for certain dependents from 36 to 45 months; to improve and expand the special programs for educationally disadvantaged veterans and servicemen; to improve and expand the educational loan program for veterans and persons eligible for benefits; to create a new chapter 32 (Post-Vietnam Era Veterans' Educational Assistance program) for those entering military service on or after January 1, 1977; to make other improvements in the educational assistance program; to clarify, codify, and strengthen the administration of educational benefits to prevent or reduce abuse; and to promote the employment of veterans by improving and expanding the provisions governing the operation of Veterans' Employment Service; and for other purposes. (TA)

ED 134 695 CE 008 839

Stein, John Hollister

Paralegals: A Resource for Public Defenders and Correctional Services. Prescriptive Package.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Dec 76

Grant—74-NI-99-0061

Note—161p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00399-1, \$2.35)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrator Guides, *Criminal Law, Human Services, *Job Development, Job Training, *Legal Assistants, Occupational Information, *Paraprofessional Personnel, *Personnel Selection, Program Descriptions, *Program Development, Recruitment, Resource Guides, Staff Role, Staff Utilization

Addressed to leaders of defender offices and inmate legal services programs, this document provides information with which to implement the paralegal concept. Stated objectives of the manual are as follows: (1) To tell administrators where successful projects are, (2) to steer administrators to other sources of information, (3) to describe optimum paralegal roles in defender offices and corrections legal services programs, and (4) to describe methods for hiring, training, and supervising paralegals. Chapter 2 of the manual covers defender paralegal services from arrest through appeals. Chapter 3 deals with paralegal services for correctional inmates and covers a broad body of criminal, civil, and administrative law. Chapter 4 discusses guidelines in planning to use paralegals, and chapter 5 discusses training new paralegals. Appendixes comprise approximately two thirds of the manual and are titled Excerpts from "The Trial Assistants' Manual" Metropolitan (Portland) Public Defender; Excerpts from the Paralegal Manual Prisoners' Rights Project (Massachusetts); A "Defender/Corrections Aide Career Lattice"; The "Paralegal Specialist Series," United States Civil Service Commission; Institutions Providing Educational or Training Programs for Paralegals; and Opening New Case Files: The "Client Information Form" and the "Multi-Processor Form." (TA)

ED 134 696 CE 008 846

Motorcycle Training for California Driver Licensing Personnel. Final Report.

California State Dept. of Motor Vehicles, Sacramento.

Spons Agency—California State Office of Traffic Safety, Sacramento; National Highway Traffic Safety Administration (DOT), Washington, D.C.

Pub Date Dec 74

Note—79p.; Project conducted by the Division of Field Office Operation

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Driver Education, *Examiners, Institutes (Training Programs), Motor Vehicles, Performance Tests, *Program Development, Staff Improvement, State Programs, *Test Construction, *Traffic Safety, Training Objectives, Training Techniques

Identifiers—California, *Motorcycles

The development of a 6-hour motorcycle course of instruction for personnel responsible for motorcycle licensing is described in this project report. The primary goals are stated and include (1) training driver licensing personnel in motorcycle safety and principles of operation, and (2) purchasing and installing appropriate motorcycle skill testing equipment, i.e., traffic cones and paint to adequately lay out the skill course. Part 1 of the report covers project development. Part 2 presents the training course, including work plan, specific task elements, classroom training procedures, and field training procedures (hands-on phase). Part 3 reports on the development of motorcycle skill and road test system. Pre- and posttest results and participant evaluation of the training course are included. Project costs are also briefly discussed. Appendix A contains the course outline. Specifications for setting up the motorcycle skill course and for administering the skill test are included in appendix B. Appendix C presents the breakdown of the statewide training schedule and map of training locations. Appendix D contains the breakdown of motorcycle skill tests administered by each office statewide. Appendix E presents distribution of responses for pre- and posttests, and for evaluations. (TA)

ED 134 697 CE 009 167

Grimes, Vici Chesser, Jerald

Food Service: Production and Service.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date 76

Note—956p.; Best copy available

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1515 West Sixth Avenue, Stillwater, Oklahoma (\$19.00)

EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Objectives, Curriculum Guides, Equipment, *Food Handling Facilities, *Food Service, *Food Service Occupations, *Foods Instruction, Instructional Materials, *Job Skills, Occupational Home Economics, Safety, Sanitation, Secondary Education, Supervisory Activities, *Unit Plan, Vocational Education

Instructional materials in the area of food service are presented in nine sections, each containing two or more units of instruction: Orientation, equipment, safety, sanitation, production, service, purchasing, menu planning, and supervision. The instructional materials are written in terms of student performance using measurable objectives. Criterion-referenced evaluation instruments are provided to measure student progress. Each unit contains objectives, suggested activities, instructional materials, and references. Information sheets, transparency masters, assignment and/or job sheets, and criterion tests are included. Drawings and photographs of equipment, utensils, processes, and products supplement the units. (MF)

ED 134 698 95 CE 009 178

Woodward, Robert L. Myers, Norman L.

Industrial Arts Power Mechanics. Applying Scientific Principles to Power, Energy, Force. Instructional Units.

California State Dept. of Education, Sacramento. Pub Date 70

Note—145p.; Project conducted under National Defense Education Act of 1958, Public Law 864 of the 85th Congress

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Guides, *Industrial Arts, Industrial Technology, Instructional Materials, *Power Mechanics, Science Instruction, Secondary Education, Trade and Industrial Education, *Units of Study (Subject Fields)

The instructional units and related materials in this guide are designed to assist in the preparation of courses of study/instruction in (1) power mechanics specifically, (2) power mechanics which serve as introductory courses in other areas of industrial arts, and (3) automotive mechanics which also cover the broader aspects

of power mechanics. Each unit presents a broad coverage of the topic indicated by its title, covers the scientific principle involved, suggests methods of applications of the technical and scientific information, and lists selected references to further technical and scientific information. These references are keyed by numbers in parentheses to the complete list of selected references at the end. There are 40 units presented under seven section headings: (1) Natural Power (muscle power, waterwheels, windmills, heat collectors, and solar stills); (2) Mechanical Power (simple and compound machines, lubrication, springs, clutches, and dynamometers); (3) Steam Power (steam engines and turbines); (4) Thermal Power (high-energy rate forming, powder-actuated tools, jet and rocket engines, gasoline testing, carburetion, two- and four-cycle engines, wankel engines, thermostats, and welding processes); (5) Electrical Power (dry cells; primary cells, storage batteries; secondary cells, generation of electricity, transmission of electric power, transformers, spark plugs, ignition systems, electric motors, fuel cells, photoelectric cells, and semiconductor power rectifiers); (6) Hydraulic Power (jacks and presses, machine tools, braking systems, fuel pumps, power steering, and air conditioners); and (7) Pneumatic Power (air-powered tools, spray guns, and vacuum pumps). Appendix A presents a relatively brief course outline for industrial arts power mechanics, and appendix B a comprehensive course outline for industrial arts automotive mechanics. Appendix C contains terminology on the storage battery. Appendix D is assignment sheets. (JT)

ED 134 699

CE 009 216

Fairbanks, Dwight W.

Career Exploration/Industrial Arts (Student Managed Learning). An Adopter's Guide Referenced in "Promising Practices in Oregon Education, 1975."

Albany Union High School District No. 8J, Oreg. Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date Jul 75

Note—512p.; Best copy available

Available from—Albany Union High School-8J, 2310 South Elm, Albany, Oregon 97321 (\$13.50)

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Career Education, *Career Exploration, Facility Requirements, Flexible Classrooms, Independent Study, *Industrial Arts, Industrial Education, Junior High Schools, Middle Schools, Program Development, Program Guides, *Program Planning, Recordkeeping, *School Shops, Secondary Education, *Self Directed Classrooms, *Shop Curriculum, Student Projects, Student Records, Student Responsibility, Worksheets

Identifiers—Oregon

The Career Exploration/Industrial Arts program guide is based on experiences at two Oregon junior high schools. The program is unique in two respects: the learning is student-managed and the facility is a general open shop in which students plan and develop projects in a variety of activity areas. Student management consists of a notebook kept by each student of his activities and progress, allowing student experience in setting and achieving goals and in accounting for expenses. This system also saves many hours of recordkeeping for the instructor and provides for periodic assessment of students' work. Student-managed learning is reinforced through self-instruction when feasible. The open shop facility accommodates wood, metals, and drafting areas plus a range of other activities. Each activity area is self-contained with all tools, supplies, and instructional materials for the area. The open facility also increases opportunities for career exploration. The first third of the volume includes information on establishing such a facility by remodeling, new construction, and furnishing and installation. The second third consists of a series of worksheets for planning special projects. Appendixes, the last third, contain plan sheets for 10 basic project areas and student management system forms. (MF)

ED 134 700

CE 009 302

McCaslin, N. L. And Others

An Evaluation of the Resource Development Unit of the Kentucky Bureau of Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Kentucky Research Coordinating Unit, Lexington.

Bureau No—X99-812-4409

Pub Date 1 Jul 76

Note—166p.; Several pages may not reproduce well due to faint, small type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Educational Research, Information Dissemination, Program Administration, *Program Effectiveness, Program Evaluation, *Research Coordinating Units, Research Projects, *Research Utilization, State Programs, Surveys, *Vocational Education

Identifiers—Kentucky

The overall objective of the project described in this report was to assess the impact of research, exemplary projects, and associated technical services, sponsored by Kentucky's Research Development Unit (RDU), on Kentucky vocational education during the 1970 through 1975 period. Six major sections are included. The introduction presents an overview of the project and background information, and a review of other RDU evaluation studies. The second section explains the basic problem under consideration during the project's evaluation study and details the ten specific objectives which it accomplished. It also details the study's intent, objectives, constraints, and strengths. The third section explains the study's methodology, which included the following five major activities: (1) The identification of all research and development projects sponsored by the RDU during the 5-year period, (2) the development of a classification scheme for categorizing all RDU funded projects, (3) the development and administration of two surveys designed to help assess the impact of the RDU, (4) onsite visits to five projects, and (5) a 3-day onsite evaluation of the RDU by three project staff members and two outside consultants. Section four describes the results. Section five and six respectively present the conclusions and recommendations generated by the study. Finally, the appendices contain the instrumentation associated with the study's data collection efforts. (HD)

ED 134 701

08

CE 009 303

Moore, James E.

Two Hour Vocational Classes at the Laurel County Area Vocational School. Final Report.

Kentucky Vocational Education Region 13, Barbourville.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education; Office of Education (DHEW), Washington, D.C.

Bureau No—N00810-01

Pub Date Jun 76

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Curriculum Development, Data Analysis, *Interinstitutional Cooperation, Post Secondary Education, Research Projects, Secondary Education, *Time Blocks, *Vocational Education

Identifiers—Kentucky

This developmental project with a research component was initiated at the Laurel County Vocational School with the major objective of determining if 2-hour instructional blocks could be operated in programs enrolling only secondary students. Subobjectives involved data gathering and statistical analyses on (1) student achievement, (2) ratings of instruction/instructors by students, and (3) ratings of performance of various factors by teachers. During the 1973-74 school year, class schedules were changed from three hours to two hours in length in the instructional areas of automotive mechanics, carpentry, drafting, industrial electricity, and air conditioning/refrigeration. Major concerns included scheduling problems between the county high school and the vocational school, the increased work load of the vocational school staff, and equipment use and repair necessitated by enrollment of new students. The overall conclusion was that the five program areas offered can be taught on the 2-hour block. The teacher's attitudes remained stable overall. Evaluations of teachers and instruction by students did not vary significantly even though the five program area teachers' ratings were not exactly alike. Student achievement was overall acceptable with significant increases in achievement test scores being noted. Although no specific products were

developed as part of the project, other schools would be offered available information and assistance in revision of their traditional 3-hour programs. (HD)

ED 134 702

CE 009 313

Extending and Expanding Vocational Experiences: Proceedings of a Mini-Conference (Frankfort, Kentucky, May 18, 1976).

Kentucky Research Coordinating Unit, Lexington.

Pub Date Jul 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, *Career Exploration, Career Planning, Conference Reports, Counselor Functions, *Curriculum Development, Disadvantaged Youth, Guidance Programs, Handicapped Students, Junior High Schools, Mentally Handicapped, *Occupational Guidance, Program Descriptions, *Program Development, Regular Class Placement, Secondary Education, *Special Education, Vocational Education, Work Experience Programs

Identifiers—Kentucky

Excerpts and summaries of project reports presented at a 1-day seminar for educational researchers and vocational educators are included in this booklet. Project reports covered are (1) The Hardin County Research Project for Expanding the Present Vocational Experience Curriculum, which describes the occupational work orientation and exploration program for educable mentally handicapped and disadvantaged youth in secondary schools (grades 9-12). The report includes discussion of a basic skills resource room, technical simulation unit, guidance and counseling, objectives, internal evaluation of the curriculum, development of the crew survey, and summary of project results and benefits. Forms used in the project are included; (2) The Rowan County Experiential Field Consortium Project, which describes a career guidance program established around 15 occupational clusters and incorporating a work experience program with planned educational objectives; and (3) A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils, which sought to determine if educational and career choices could be facilitated with an intensive guidance program and an exposure to several career fields. (TA)

ED 134 703

CE 009 314

List, Frank A.

A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report.

Owensboro Public Schools, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Bureau No—C048804409

Pub Date Jun 76

Note—19p.; For a related document see ED 115 949

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, Curriculum Development, *Interinstitutional Cooperation, *Mass Media, *Program Development, Radio, Secondary Education, Television, Vocational Education

Identifiers—Kentucky

In order to offer students guidance about the rapidly increasing field of communications, Apollo High School developed a cooperative radio and television communication program to be added to the English curriculum. The objectives of the project were (1) to utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school course in radio-television communications, (2) to instruct students in the fundamentals of radio and television, from both technical and editorial viewpoints, and (3) to give students opportunities to explore mass communication careers—their strengths and weaknesses. Although some problems occurred involving use of local media services and school staff changes, the project resulted in a large number of students showing interest in a career in communications; enrollment in the English course also increased. This report

includes a full description of the project methods and results, dissemination activities, inventory of equipment used, a curriculum guide, course outline, sample class log, and sample daily equipment schedule. (HD)

ED 134 704 CE 009 320

Lenihan, Kenneth J.

Unlocking the Second Gate: The Role of Financial Assistance in Reducing Recidivism Among Ex-Prisoners. R&D Monograph 45.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date 77

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adjustment (to Environment), *Behavior Change, Case Studies, Experimental Programs, *Financial Support, Job Placement, *Prisoners, Program Descriptions, *Program Development, *Recidivism, Research, Social Factors

Identifiers—Maryland, Maryland (Baltimore)

This report describes an experiment carried out in Baltimore between 1971 and 1974 which was designed to determine, using 432 ex-prison inmates, whether small amounts of financial aid would reduce recidivism among high-risk offenders recently released from prison. The opening section outlines the rationale for financial aid, the research design, the characteristics of the participants, and the urban setting in which they lived. The second section assesses the influence of financial aid and employment assistance on different types of postrelease behavior. Reflecting a review of court records, as well as the results of prerelease and monthly postrelease interviews, this section explores first- and second-year arrest and conviction rates, employment experience, and the contrasting lifestyles of financial aid recipients and nonrecipients. The third section provides three composite portraits of "typical" participants and traces their experiences in the 13 weeks following release. The final section offers a summary analysis and some concluding observations concerning the possible role of financial aid in reducing the economic and social costs of criminal recidivism. The appendixes combine the research design and a sample prerelease interview form. (HD)

ED 134 705 CE 009 332

Christian, Virgil L., Jr.

Negro Occupational Status and Education: Special Analysis under the 'Negro Employment in the Seven Southern SMSA's' Study.

Kentucky Research Foundation, Lexington.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 31 Nov 74

Grant—21-24-74-27

Note—188p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Caucasians, Census Figures, Comparative Analysis, *Educational Experience, Employment Qualifications, Income, Industry, *Metropolitan Areas, Migration, *Negro Employment, Occupations, Professional Occupations, *Racial Differences, *Racial Discrimination, Sex Differences, Skilled Occupations, *Southern States, White Collar Occupations

Identifiers—Alabama (Birmingham), Florida (Miami), Georgia (Atlanta), Kentucky (Louisville), Louisiana (New Orleans), Tennessee (Memphis), Texas (Houston)

A research project is described whose three major purposes were (1) to use data from the 1970 "Census of Population" to update, validate, and reinforce the findings of the Standard Metropolitan Statistical Area (SMSA) studies made for the Negro Employment in the South (NES) Project. (The scope of those studies covered seven major southern SMSA's—Atlanta, Birmingham, Houston, Louisville, Memphis, Miami, and New Orleans—and sought to determine and analyze the patterns of black employment with the ultimate purpose of arriving at policy recommendations aimed at the sources of the problems.), (2) to determine whether migration patterns for Southern SMSA's have widened income and occupational discrepancies between blacks and whites in them, and (3) to determine whether the income and occupational gap between the races widens as the educational level rises, as is commonly supposed, and if it does, if the discrepancy is becoming more or less

pronounced. After the introductory section, which gives the background of the project, the seven SMSA's are discussed in separate chapters, which cover the sociological, economic, and political characteristics of the cities, the black and white 1970 census data relating to education, occupational status, and earnings, and the educational and occupational status of in-migrants to the SMSA's. The report concludes with a summary which focuses on the extent to which the analyses and conclusions of the NES study are modified by the 1970 census data. (SH)

ED 134 706 CE 009 334

Decentralized Health Professional Education: Evaluation of Decentralized and Regionalized Health Professional Education Programs. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No—G-55.1

Pub Date 31 Dec 75

Contract—HRA-230-75-0079

Note—46p.; Prepared for the Office of Planning, Evaluation and Legislation, Health Resources Administration

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Decentralization, Delivery Systems, Evaluation Criteria, Federal Programs, *Geographic Distribution, *Government Role, Health Personnel, Manpower Utilization, Medical Education, *Medical Services, *Professional Personnel, *Program Evaluation, Program Planning, Regional Programs

This paper focuses on decentralized and regionalized health professional education programs (D/R HPEPs) as a means of affecting the health manpower distribution problem. The discussion is intended to serve as background material for the development of a plan to evaluate D/R HPEPs. The ideas and observations presented are drawn from conference proceedings and prepared papers of Health Resources Administration staff and members of the Advisory Group on Evaluation of D/R HPEPs. The first part of the paper deals with descriptive aspects of D/R HPEPs. Four major topics are covered: The D/R HPEP Concept, Types of D/R HPEPs, Goals and Objectives of D/R HPEPs, and D/R HPEP Activities. The latter part of the paper deals with evaluation concerns including reasons for evaluating D/R HPEPs and issues which must be considered in designing an evaluation. (HD)

ED 134 707 CE 009 339

McCracken, J. David, Comp.

Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 76

Note—144p.; For related documents see ED 110 660 and ED 114 635

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Farmer Education, Adult Programs, Adult Vocational Education, Agribusiness, Agricultural Colleges, *Agricultural Education, *Agricultural Occupations, Developing Nations, Educational Development, *Educational Research, *Extension Education, Instructional Materials, Job Skills, *Program Evaluation, Research Reviews (Publications), *Vocational Agriculture Teachers, Vocational Education

Identifiers—United States

This second annual national compilation of agricultural education research and development activities includes abstracts of studies completed from July 1, 1975, to June 30, 1976. Represented in the studies are 89 masters theses, 47 doctoral dissertations, 2 specialist papers, and 31 staff research studies. The 169 studies are arranged alphabetically by State and alphabetically by author within States. A subject index, using ERIC (Educational Resources Information Center) descriptors, is used. Each summary is presented in a three-part organizational style which includes purpose, method, and findings. The report includes the name of the author of the 1976-1977 compilation. Also included and arranged alphabetically by State are 92 studies reported in progress during 1976-1977. A table is appended which lists ED (ERIC Document) numbers for previous summaries of studies in agricultural education (1968-1974). (LAS)

ED 134 708

CE 009 340

Wolfe, Seymour L., Ed.

Labor Market Information for Youths.

Temple Univ., Philadelphia, Pa. School of Business Administration.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 75

Note—260p.

Available from—Temple University, Philadelphia, Pennsylvania 19122 (\$7.95)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Career Education, Educational Experience, Employment, Employment Opportunities, *Employment Projections, *Information Systems, Job Market, *Labor Market, National Demography, *Occupational Information, State Programs, *Unemployment, *Youth Employment

Identifiers—California, Oregon, United States

This volume brings together the thirteen papers delivered at the Conference on Improving Labor Market Information for Youth, conducted by the U.S. Department of Labor and Temple University in 1974. The papers focus on assessing the role of labor market information in the process of helping to endow young people with what they need to transact with the school-work connection. The beginning papers discuss several of the issues surrounding high unemployment among youth, followed by a factual review of where the United States is and where it is expected to be in the immediate years ahead in some important dimensions of the population, labor force, and employment trends relating to youth. The latter series of papers contain a discussion of the potentialities of improving labor market information for young people, not only in the kind of information but in the manner in which it is made available. Titles of the papers are "The Rites of Passage," "Approaches to the Transition from School to Work," "New Developments in Career Education: A National Perspective," "Proposal for Educational Work Experience," "The New Worker—Implications of Demographic Trends," "Youth Employment and Career Entry," "Youth Employment Opportunities: Changes in the Relative Position of College and High School Graduates," "Improved Labor Market Information and Career Choice: Issues in Program Evaluation," "Improved Job Information: Its Impact on Long-Run Labor Market Experience," "Occupational Data: The Foundation of a Labor Market Information System," "Application of Information Systems to Career and Job Choice," "The California Experience," and "Organization of a Career Information System: The Oregon Approach." (SH)

ED 134 709 CE 009 341

Bury, Susan S.

A Replication Handbook for Learning Disabilities and the Institutionalized Adult. (A 309 Project for Staff Development of Adult Basic Education Personnel in Iowa.)

Upper Iowa Univ., Fayette.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines' Div. of Adult Education.

Note—72p.; Several pages of the bibliography may not reproduce well due to faint type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, Emotionally Disturbed, *Handicapped Students, Institutionalized Persons, *Learning Disabilities, Mentally Handicapped, *Program Development, *Statewide Planning, *Teacher Improvement, Workshops

Identifiers—Iowa

Upper Iowa University implemented a staff development project to increase teacher competency in the education of adult students with learning disabilities. Participants were teachers of adult education classes throughout the State. The need for a staff development project for teachers with students at Level I (the concrete, beginning level) was revealed through requests by the teachers to the area coordinators for materials and techniques for working with students at this level. The project provided methods, materials, and teaching techniques in all areas of the curriculum with emphasis on reading. Characteristics of the learning disabled student were examined and commercially available tests to help diagnose Level I skill needs were demonstrated. Information was also disseminated through handouts, overhead projection, slides and cassette recordings, books, participant involvement,

demonstration items, and specific take-home products. The project was carried out in four phases. The first phase was devoted to research and materials accumulation. The next three phases were workshops spaced approximately two months apart. Descriptions of the three workshops, other aspects of the project, and project outcomes are included in this report. (SH)

ED 134 710 CE 009 347

Michelotti, Kopp
Educational Attainment of Workers, March 1976.
Special Labor Force Report 193.
Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 76

Note—26p.

Available from—Office of Current Employment Analysis, Bureau of Labor Statistics, U.S. Department of Labor, Washington, D. C. 20212

Document Not Available from EDRS.

Descriptors—*Census Figures, *Educational Experience, Females, *Labor Force, Males, Minority Groups, *Occupational Surveys, Racial Differences, Sex Differences
Identifiers—United States

The number of workers, which includes persons 16 years of age and older in the civilian noninstitutional population, with specified amounts of education and average years of school completed by age, sex, race, and employment status is shown in this report. (It is based primarily on information from the Current Population Survey, conducted and tabulated for the Bureau of Labor Force Statistics by the Bureau of the Census.) After brief discussions about the labor force activity in 1976, changes in educational attainment—1966-1976, and education and occupation, five summary tables show comparative information on employment status, labor force participation rates, unemployment rates, educational attainment, and different occupational groups. The two appendices cover the majority of the report. Appendix A defines or explains different terms and concepts used in the report; appendix B presents 14 tables comparing various aspects of the labor force in relation to educational level. (SH)

ED 134 711 CE 009 349

Norrbom, Eva M.
The Returns to Military and Civilian Training.
Rand Corp., Santa Monica, Calif.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.—R-1900-ARPA
Pub Date Jul 76
Contract—DAHC15-73-C-0181

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Comparative Analysis, *Educational Experience, *Employment Opportunities, Labor Force, Military Personnel, *Military Training, On the Job Training, *Productivity, Research, *Veterans, Vocational Education, *Wages, *Work Experience
Identifiers—*Civilians

This report examines the economic effects of formal military vocational training and on-the-job training acquired while working in a military specialty. The hypothesis advanced is that investments in different types of military training have a significant effect on productivity and thus on wages if individuals are employed in civilian occupations in which they are able to use skills acquired during their military services. The findings of the study support the economic and statistical significance of military training in explaining differences in the postservice wages of separates. (Formal vocational training in the military tends to have a significantly positive effect on postservice wages if individuals enter civilian occupations related to their military specialties. On the other hand, on-the-job training in military specialties parallel to the current civilian occupations of separates does not have a significantly positive effect on the postservice opportunities of separates.) The report also offers evidence on several related issues. Using data on the type and amount of both civilian and military formal and informal vocational training acquired by individuals in the sample, the study evaluates the extent to which the returns to various types of training were overestimated or underestimated by previous studies. The appendices provide information on sample selection and data, characteristics of separates by employment status, and

characteristics of separates by occupational groups. A selected bibliography is also included. (WL)

ED 134 712 CE 009 354

Dunning, Bruce B.
Aspects of Voucher Training Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0335-5

Pub Date Oct 76

Contract—51-11-73-02

Note—65p.; For related documents see UD 016 675 and ED 114 916

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Comparative Analysis, Educational Experience, *Education Vouchers, Feasibility Studies, Interviews, *Participant Satisfaction, Post Secondary Education, Private Schools, Public Schools, *Student Evaluation of Teacher Performance, Student Needs, *Student Opinion, Trainees, Vocational Education, *Vocational Schools

Identifiers—*Oregon (Portland), *Work Incentive Program

As part of a program to test the feasibility of vouchering institutional vocational training in the Work Incentive Program (WIN) in Portland, Oregon, previous findings from a March, 1975 study of 27 public and private schools in which WIN participants were enrolled were checked against the experiences of 113 students surveyed in the summer and fall of 1975, after they had completed or left the program. (Selected data from interviews with vouchered trainees are presented on such areas as admission procedures, counseling and guidance, placement assistance, evaluation of instructional staff, and overall satisfaction.) In both the public and private schools the majority of the students indicated that they did not have the bad experiences sometimes encountered by vocational trainees, gave their instructors relatively high ratings, and were either highly or moderately satisfied with their training. The conclusions of the earlier study are essentially supported, although the data reflect some weaknesses of the private relative to the public schools. Private schools were rated slightly lower by the students, largely due to unfulfilled expectations from private recruitment practices and advertising. It also appears that private schools need to upgrade the quality of their instructional staffs. An executive summary of the earlier school report is appended. (MF)

ED 134 713 CE 009 360

Title XX and CETA. A Coordination Guide for Title XX Administrators.

Urban Management Consultants of San Francisco, Inc., Calif.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Manpower.

Pub Date Mar 76

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, *Cooperative Programs, *Employment Services, Federal Legislation, Federal Programs, Guidelines, *Job Training, Program Administration, *Program Coordination, Social Agencies, *Social Services
Identifiers—Comprehensive Employment and Training Act, Social Security Act Title XX

Written for the social service (Title XX) administrator at the State or sub-State level, this guide is intended to serve four major purposes: (1) Provide selected insights into what the Comprehensive Employment and Training Act (CETA) is and how it works; (2) point out potential areas for coordination which, from study or field experience, hold the promise of benefit to the clients and administrators both CETA and social services; (3) present a brief and practical analytical framework for identifying other arrangements; and (4) review the key management techniques that have proven their value in negotiation and implementation of Title XX/CETA coordination projects. Major topics include a summary of CETA provisions and Title XX program comparisons, some specific suggested opportunities for coordination (e.g. on child day care services, in youth employment pro-

grams for dropouts, and essential steps in identification and implementation of worthwhile cooperative arrangements. An illustrative agreement is appended. (WL)

EE 134 714 CE 009 365

Ellison, Robert L. And Others
Validation of the Management Audit Survey Against Employment Service Criteria. Final Report.

Institute for Behavioral Research in Creativity, Salt Lake City, Utah.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Bureau No.—DLMA-20-11-75-39

Pub Date Jun 76

Grant—DL-71-93

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Employment Services, Evaluation Criteria, Evaluation Methods, Management, Management Development, *Organizational Climate, *Organizational Effectiveness, *Performance Criteria, Performance Factors, *Productivity, Staff Utilization, *Test Validity
Identifiers—*Management Audit Survey, United States Employment Service

Research was conducted to determine how well the Management Audit Survey (MAS), an evaluation system used in the U.S. Employment Service (ES), could predict various ES performance criteria. (The purpose of the system is to give all levels of management an analysis and review of management procedures and of certain organizational climate characteristics to stimulate higher levels of performance through better use of human resources.) Effects of management practices on productivity of ES offices were examined through employee responses to the 100-item MAS questionnaire. The primary statistical analyses were done on 265 offices from six States. Fifteen criterion measures and fifteen control scores were examined to assess productivity of the ES system. Six criterion measures were identified as being most relevant for analyzing ES performance. Two control scores—workload (applicants available/ES positions) and UI claimants as a percentage of applicants available—explained the most variance on selected criteria. Workload had a positive impact on placement per position and a negative impact on percent of applicants placed. Unreliability of criterion measures and effects of control variables made prediction of ES performance criteria with the MAS scores difficult. The MAS scores with the most significant validities in predicting ES performance criteria were operational efficiency, performance, feedback, work satisfaction, morale, and satisfaction with pay. Study results indicated that further research is needed, but that management practices assessed by the MAS play a significant role in the productivity of the Employment Service. Included in the report are background research reviews on organizational climate and effectiveness and a description of previous research of the MAS. (Author/WL)

ED 134 715 CE 009 399

Gibson, Robert L.

School-Based Placement and Follow-Up Services: Equal Opportunity Provider.

Indiana Univ., Bloomington. Dept. of Counseling and Guidance.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Grant—8-75-C-3

Note—69p.; Several pages (containing chapter introductory drawings) are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Equal Opportunities (Jobs), Guidance Personnel, *Guidance Programs, Higher Education, *Job Placement, Job Skills, Occupational Guidance, *Program Development, Secondary Education, Staff Role, *Vocational Followup

Developed out of a study which sought to identify efficient procedures in school placement programs, this guide is designed to assist in motivating schools and/or school systems in formulating and implementing placement programs, and training personnel (at the higher education level) to staff such programs. Major contents are covered under the following topics: (1) Rationale, (2) Overview (Definition of Placement Services, Goals, and Population Served), (3) Pro-

gram Organization (Program Development Procedures and Operational Planning), (4) Proposed Activities (Student Development Activities, Job Development Activities, and Maintenance-Operational Activities), (5) Staff Development (Selection Criteria or Competencies, Organization and Coordination, and Orientation and Training), (6) Communication Network (Meetings with Involved Personnel and Publicity), (7) Reports and Forms, (8) Follow-up Activities, (9) Evaluation, (10) Resources, and (11) Annotated Bibliography (cites information concerning the development of placement programs). (SH)

ED 134 716 CE 009 400

Goodman, Gordon A.
Priority: Development and Implementation of Effective Techniques for Follow-Up of Drop-Outs at Post-Secondary Levels. Final Report.

Vincennes Univ., Ind.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Bureau No.—SBVTE-8-75-C-8

Pub Date 31 Aug 75

Note—32p.; This project was conducted by the Placement Bureau of Vincennes University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Dropout Research, *Dropouts, *Followup Studies, Postsecondary Education, *Questionnaires, *Research Methodology, Vocational Education
Identifiers—Indiana

A project was conducted to provide the guidelines and a format for a replicable procedure for assessing the placement and follow-up of dropouts of vocational programs of postsecondary institutions. Names and addresses were obtained from the registrar and admission's offices of Vincennes University for dropouts from fall 1972 through spring 1974 (students who had enrolled and then withdrawn without finishing a program and those who made application to a specific program and then did not enroll). A cover letter and questionnaire (in card form) were mailed to the 667 dropouts of occupational programs (with pre-paid, pre-addressed envelopes for return). Responses after a second mailing were 25%. A telephone followup raised the response to 48%. Responses provided eight categories of reasons for withdrawal from school and eight categories of reasons for not enrolling. It is felt that the instrument and system devised could be used by any secondary or postsecondary institution. A financial statement, a copy of the questionnaire card and accompanying letter, and statistical summarization of data are included in the report. (JT)

ED 134 717 08 CE 009 403

Gentry, Don K. And Others
Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-Up for Selected Target Groups. Final Report.

Indiana State Board of Vocational and Technical Education, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SBVTE-8-75-C

Bureau No.—V0078VZ

Pub Date Jun 76

Grant—OEG-0-74-1729

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Guidance Programs, *Job Placement, Models, *Occupational Guidance, Placement, Program Administration, Program Development, *State Programs, Vocational Counseling, *Vocational Education, *Vocational Followup

Identifiers—*Indiana

A 2-year project to focus on diverse approaches to placement and followup in vocational education within Indiana included seven sub-projects funded to local educational agencies across the State and targeted to specific problems. Products of the seven sub-projects were developed to provide adaptability to secondary and postsecondary schools throughout the State. Project approaches included such activities as (1) searching what other States are doing in placement and followup and developing Indiana models that may be used Statewide to assist youth in becoming more employable, (2) assisting the school corporations in attaining 100% placement-into further training or placement

on the job, and (3) assisting vocational administrators with a how-to manual to become leaders in program accountability. The products of the seven projects include a data and information bank to serve as a basis for a placement component in an area vocational education center (many of the informational materials appropriate for bilingual families), a longitudinal in-school and out-of-school data system, a manual for conducting followup studies, a handbook for conducting cost effectiveness studies of local vocational education programs, documents providing results of a national review of exemplary postsecondary and secondary placement and followup practices, followup materials and guidelines appropriate for conducting followup studies of postsecondary school vocational education dropouts (including computerized techniques for processing data), and a standardized followup instrument and a system for data interpretation (with potential for a uniform State followup program). The report includes statement of the problems, priority areas, strategies, analysis, findings, conclusions and recommendations, and evaluation plan for the primary project and the seven sub-projects. A financial statement is also included. (HD)

ED 134 718 CE 009 407

Vocational Education in Alabama. A Survey of the Opinions of Business and Industry. Evaluation Series Report Number 2, 1976.

Alabama Advisory Council on Vocational Education, Auburn.

Pub Date Oct 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Business, *Educational Attitudes, Educational Needs, Employer Attitudes, *Industry, *Occupational Surveys, Opinions, Program Effectiveness, Program Evaluation, Questionnaires, Research, School Industry Relationship, State Surveys, *Vocational Education

Identifiers—*Alabama

The central purpose of a study was to ascertain the views of business and industry toward vocational education in Alabama. The objectives were (1) to determine the familiarity of business and industry with the State's vocational education programs, (2) to determine the extent business and industry feels that the State's public vocational education programs are providing trained manpower in sufficient quantity to meet their needs, (3) to determine the extent business and industry is providing its own training programs, (4) to determine the extent business and industry feels that the State's public vocational education programs are preparing prospective employees to function as qualified, responsible workers, and (5) to determine what suggestions business and industry has for improving the State's public vocational education program. A sample of 24,000 firms was selected from the Dun and Bradstreet market identifier file. The sample represented approximately 50% of the business and industry firms in the State and was selected on a random basis across all industry groups and all size categories. A questionnaire consisting of eleven items (program familiarity, "hard-to-fill" job vacancies, desired training levels, job training for new employees, pre-supervisory and supervisory training, employee job training, comparison of vocational graduates with other employees, rating of vocational students, involvement in vocational education programs, program improvement by program delivery actions, and program improvement through the instructional process) was developed by the State Advisory Council, reviewed by an appointed committee of Council members, and field tested by the research staff of Dun and Bradstreet. A total of 1,883 usable returns were received, representing an overall return rate of 8%. Data is presented and nineteen findings and conclusions are enumerated in this report. (HD)

ED 134 719 08 CE 009 413

Rawson, Wilbur A.

A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas. Final Report.

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—VO-206VZ

Pub Date 30 Jun 76

Grant—OEG-6-074-166

Note—160p.; Project conducted under Part C, Vocational Education, PL 90-576

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Career Education, Comprehensive Programs, *Cooperative Planning, *County School Systems, Curriculum Development, Educational Coordination, *Educational Needs, Educational Planning, Elementary Secondary Education, Inservice Teacher Education, *Manpower Needs, Post Secondary Education, *Regional Planning, Research Projects, State Programs, *Vocational Education

Identifiers—*Kansas

A research project conducted from July 1974 through June 1976 to develop more comprehensive State-local planning for curriculum development, work-experience programs, and programs for the disadvantaged and handicapped was designed to coordinate total planning activities from the Kansas State Department of Education to the local classroom level. A regional service unit was established to serve nine counties in economically depressed southeast Kansas and a needs assessment was made to determine educational shortcomings. Manpower needs data were gathered from employers in the nine-county area, as well as data on vocational curriculum interests from students, parents, and school staffs. Study findings revealed that educators at all levels and many area employers were actively involved in the project. As a result of regional cooperative planning local schools increased their proposals for innovative projects, inservice training needs were pinpointed, and the role of career education in all aspects of education was demonstrated. The regional service unit conducted inservice workshops on career and special education and on vocational curriculum development. Study findings are detailed in the report, and materials related to the occupational survey, inservice workshops, evaluation, and proposed plans are appended. (MF)

ED 134 720 CE 009 420

Fiskind, Henry H. And Others

Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida.

Florida Univ., Gainesville. Coll. of Business Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee; Florida State Dept. of Education, Tallahassee.

Bureau No.—6-6002

Pub Date Sep 76

Note—253p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Employment Projections, *Labor Supply, Manpower Development, *Manpower Needs, *Models, *Needs Assessment, Post Secondary Education, Program Development, Regional Planning, Research, Statewide Planning, Technical Education, Urban Education, *Vocational Education

Identifiers—Florida

The general objectives of this study were to (1) develop a methodology whereby needs assessments of vocational and technical education might be conducted efficiently and effectively in all urban areas of Florida, and (2) conduct, using the methodology developed, a needs assessment of the needs of business and industry, students, funding, facilities, and personnel as they relate to vocational education in a selected urban area of Florida. The area chosen for review in the project was Planning Region Four, which consists of seven northeast Florida counties. The methodology developed for the study consisted of a five part procedure: (1) An overall economic analysis of the planning region and its potential for economic and population growth was set forth, (2) alternative methodologies for projecting the demand for labor in a given urban area were developed and tested, (3) a methodology for projecting the supply of labor by occupation for an urban area was developed and tested, (4) procedures were developed for meshing forecasts of occupational demand and supply for urban areas, so that prospective shortages and surpluses of manpower could be readily identified, and (5) extensive field surveys were conducted of the Vocational-Technical Education (VTE) programs, facilities, teachers, students, and administrators. The most important conclusion drawn from the study's field work was the existence of vocational

program unevenness within Region Four. Unique results were claimed by the study in three areas. First, the report showed how existing manpower projection techniques for an urban labor market area can be improved, expanded, and made more meaningful for VTE planning. Second, a systematic and comprehensive procedure was developed to project the future supply of labor by occupation. Third, a format was developed to relate occupational supply and demand forecasts to VTE programs codes in a more easily understandable and usable form. (HD)

ED 134 721 CE 009 421

Curtis, Thomas D. And Others

An Analysis of the Impact of CETA, Title I, Classroom Training on Vocational and Technical Education.

University of South Florida, Tampa. Coll. of Business Administration.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee; Florida State Dept. of Education, Tallahassee.

Bureau No.—6-6003

Pub Date Oct 76

Note—160p.; Several pages in the appendixes may not reproduce well due to broken, faint type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Cost Effectiveness, *Economic Factors, Educational Programs, Employment Programs, Federal Programs, *Program Effectiveness, Program Evaluation, Student Characteristics, *Technical Education, *Vocational Education

Identifiers—*Comprehensive Employment and Training Act Title I, *Florida

The objectives of this study were to (1) develop a methodology to evaluate the effectiveness of CETA, title I vocational and technical education classroom training in Florida by assessing the vast quality of cost and benefit data and the different ways in which these data are categorized, (2) use data to derive benefit-cost ratios, (3) examine the problems of State money being used in the form of support services for the CETA program and the distributional impact with respect to State Department of Education funds when Full Time Equivalencies are generated by CETA trainees, and (4) conduct a field test. The project staff limited its study to one area of the State, which included two prime sponsor counties and one county under the sponsorship of the Governor (a "balance of the State" county). Data gathered from the prime sponsors relating to the CETA training programs were used to derive benefit-cost ratios. The principal conclusion was that when measured on purely economic grounds the CETA title I vocational training programs are marginal. The two most important explanations offered for the findings were (1) the program is designed to try to reach the most unprepared, untrained clients possible, and (2) the recent dismal performance of the State's economy. Another finding brought out by the study was that full-time equivalent (FTE) vocational students receiving CETA funding support were not separated for accounting purposes from regular non-CETA FTE's. This full report of the study includes a detailed description of the procedures used in arriving at benefit-cost calculations for the CETA programs, and four appendixes also relating to program expenditures. (SH)

ED 134 722 08 CE 009 422

Industrial Work Experience I. Curriculum Guide. General Related Study Units.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.

Report No.—CG-5

Pub Date Jun 76

Grant—G12-75-4007

Note—327p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Cooperative Education, Curriculum Guides, *High School Curriculum, Industrial Training, Instructional Materials, Lesson Plans, Secondary Education, Teaching Techniques, *Units of Study (Subject Fields), Vocational Education, *Work Experience Programs

The primary purpose of this guide is to present basic sample instructional materials for the Industrial Work Experience (IWE) Program. It is designed to aid those charged with local administration and coordination of programs in secondary level trade and industrial education, referred to as the IWE training program. The guide contains 10 units of several lessons each: (1) Introduction of the IWE Program (Industrial Work Experience; Vocational Industrial Clubs of America; and Parliamentary Procedure); (2) Pre-Employment Information (Child Labor Laws; Wage-Hour Laws; Social Security, Workmen's Compensation, and Unemployment Compensation; Sources of Employment; Job Application Procedures; and The Job Interview); (3) Employer-Employee Relations (Getting Along with Your Employer; and Getting Along with Co-Workers); (4) Learning Can Be Easy (How We Learn; Tools Used in Studying; Tips to Improve Studying; Being Active in Class Discussion; and Taking Tests); (5) On-the-Job Communication (Public Speaking; Listening Skills; and Correct Telephone Use); (6) Income Tax (Federal, State, and Local Tax Systems; and Filling Out Federal, State, and Local Tax Forms); (7) Basic Industrial Economics (Wages, Prices, and Profits in an Industrial Economy; The Role of Competition in Industry; and Labor Relations); (8) Money Management and Banking (Managing Money; Using Bank Services; and Using Your Checking Account); (9) Employee Legal Rights and Responsibilities (You and the Law; and Contracts); and (10) Job Safety (Accidents: Causes and Effects; Material Handling; and Personal Protective Equipment). Each lesson lists subject, objectives, teaching aids, materials, and references, followed by a content outline with suggestions for teaching procedures, student application activities, and testing. Lessons also include appropriate overhead transparencies or handouts. (HD)

ED 134 723 CE 009 445

Fritz, Gerhard Kern, Ulrich, Ed.

Dialogue and Training. 1975.

German Foundation for International Development, Bonn (West Germany).

Pub Date 76

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Agricultural Education, *Developing Nations, Economic Development, *Educational Development, Educational Finance, *Educational Programs, Federal Programs, Foreign Countries, Industrial Education, *International Educational Exchange, *International Programs, Professional Personnel, Technical Education

Identifiers—*West Germany

Information on the German Foundation for International Development (DSE) and DSE's program events for 1975 are presented. (DSE is one of the central institutions in the Federal Republic of Germany charged with the implementation of development policy measures. Established in 1959, the objective of the DSE is to foster relations between the Federal Republic of Germany and other countries on the basis of mutual exchange of experiences in the field of development aid.) It is noted in the introduction that DSE's eight divisions have adopted two types of program events: (1) Conferences, seminars, symposiums, and meetings of experts serving the exchange of experiences at the international and national levels, and (2) initial and advanced training courses in the Federal Republic of Germany for specialists and higher-level personnel from developing countries. The three major sections of this document are titled Remarks on DSE Policy Guidelines, DSE Division Reports, and Summary of DSE Events. The division reports section (the major part of the document) covers the following topics: "Curriculum Development in Africa—A Focal Point in Education and Science," "Documentation for the Administration and Economy of East African Countries," "Key Role of Development Banks in Socioeconomic Development," "New Concept for the Preparation of Federal German Experts," "Federal German Administration in Practice and Theory," "Technical Training and Industrial Promotion," and "Training in the Agricultural Sector within the Framework of International Cooperation." (SH)

ED 134 724 CE 009 451

Copa, George H. Maurice, Clyde F.

People's Need for Additional Job Training:

Procedure for Assessment.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date Nov 76

Grant—76-034

Note—149p.; For a related document see CE 009 452

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrator Guides, *Educational Needs, Educational Programs, *Evaluation Methods, Guidelines, *Job Training, *Needs Assessment, Questionnaires, Research Methodology, Sampling, *Statistical Surveys, Surveys, Vocational Education

The purpose of this handbook is to document a procedure for obtaining information about the interest of people for additional job training. (The procedure will result in a set of tables providing information on interest in job training for use in planning educational programs. It is designed to be flexible enough for use in areas as small as school districts or as large as whole States and for use with a minimum of formal training by persons unfamiliar with survey procedures.) An introductory chapter discusses the purposes of people's need assessment. Chapter 2 discusses activities, materials, staffing and costs required for making a study. Descriptions are based on experiences in conducting studies of the same type in Steele County, Minnesota (rural), South St. Paul and Minneapolis (urban), and in Minnesota's Economic Development Region IV (regional). Chapter 3 outlines the basic procedure for drawing a sample of individuals to be contacted during the assessment study (a modification of the procedures outlined by the U.S. Bureau of Census in its Current Population Survey). In chapter 4 the procedure for contacting households and coding questionnaire responses is explained. Chapter 5, on analysis and summary of collected data, provides an explanation of the summary tables which result from the analysis of returned questionnaires. A summary of the procedures is appended along with a sample questionnaire, an index for hobby and special interest programs, and other aids. (JT)

ED 134 725 CE 009 452

Copa, George H. Maurice, Clyde F.

People's Need for Additional Job Training:

Development and Evaluation of an Assessment Procedure.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Spons Agency—Governor's Manpower Office, Minneapolis, Minn.

Pub Date Nov 76

Grant—76-034

Note—125p.; For a related document see CE 009 451

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Needs, Evaluation Methods, *Job Training, *Needs Assessment, Questionnaires, Reliability, *Research Methodology, Surveys, Validity, Vocational Education

A procedure was developed and evaluated for assessing the self-perceived educational needs of people as one input to the process of planning, approving, and implementing relevant educational programs. The method of data collection involved selecting samples of people by randomly selecting households in a given geographic area, and then contacting the residents of selected households to obtain an assessment of their job training needs. Contact with the households was made through three mailings and a telephone followup. The questionnaire which was used focused on collecting the following kinds of information: (1) Characteristics of those wanting additional training (e.g., age, sex, location, employment status), (2) type of training interest (e.g., secretarial, electronics, welding), (3) why training was needed (e.g., prepare for a first job, prepare for a job change), (4) time when a program can be attended (e.g., days, nights, weekends), and (5) barriers to attending an educational program (e.g., family obligations, lack of transportation). A random sample of 3,606 households in a nine-county area of Minnesota were selected and con-

tacted with 63% response. Validity and reliability of questionnaire responses were evaluated. Total cost at the field site amounted to approximately \$3.00 per household surveyed, or about 16 minutes of staff time per household. Major findings for the field site were that about 11% of residents over high school age and 85% of high school seniors perceived that they needed additional job training. Complete findings are included in the report along with the questionnaire and cover letters. (WL)

ED 134 726 CE 009 456
Hirst, Ben A., Jr. Netrick, LeRoy M.

First Progress Report of the Vocational-Technical Education Consortium of States.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Pub Date Mar 74

Note—81p.; For related documents see CE 008 517 and CE 009 457

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Consortia, *Cooperative Planning, Educational Coordination, Meetings, *Organization, *Performance Based Education, Regional Cooperation, Technical Education, *Vocational Education

Identifiers—*Vocational Technical Education Consortium States, V TECS

This first progress report of the Vocational-Technical Education Consortium of States (V-TECS) covers the progress of the V-TECS through its first seven months of operation and is designed to provide information to member States, prospective members, and interested agencies, organizations, and foundations. (The fundamental purpose of V-TECS is to develop catalogs of performance objectives and criterion-referenced measures in occupational education.) This document is divided into six parts: (1) V-TECS Board Members and Summaries of Meetings, (2) Development of an Operations and Management Model (methods used to develop the management model and results of the study), (3) Professional Development of Staff and Technical Coordinators (orientation to instructional system development and V-TECS, and professional development workshops), (4) Status of Catalogs Under Development and Projected Costs, (5) Contracts and Cooperative Efforts with Other Agencies and Individuals (Educational Testing Service, Nashville State Technical Institute, Individual Consultative Services, Southern Association of Colleges and Schools, Commission on Occupational Education Institutions, Occupational Measurement Squadron, and Personnel Research Division), and (6) Personnel Working on Catalogs in Member States. The appendices include Bylaws of the V-TECS, Developmental Management Model for the V-TECS, Jury of Experts, Instructional System Design Conference Program, The Role of the Technical Coordinator in the States, and Schedule and Sequence Chart for the Memorandum of Agreement. (HD)

ED 134 727 CE 009 457
Hirst, Ben A., Jr.

Second Progress and Information Report of the Vocational-Technical Education Consortium of States.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Pub Date May 75

Note—159p.; For related documents see CE 008 517 and CE 009 456

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Consortia, Cooperative Planning, Educational Coordination, *Organization, *Performance Based Education, Performance Criteria, Regional Cooperation, Technical Education, *Vocational Education

Identifiers—*Vocational Technical Education Consortium States, V TECS

This second progress and information report of the Vocational-Technical Education Consortium of States (V-TECS) is designed to provide the reader with a basic understanding of the processes and procedures used to develop catalogs of performance objectives and the nature of the cooperative efforts of the members in promoting performance-based education as one alternative to traditional practices. The report is divided into two sections: The main part or narrative report, and a series of appendices providing

more detail on certain aspects of V-TECS. The narrative section includes six parts: (1) Introduction, (2) Organizational Structure (Southern Association of Colleges and Schools, Commission on Occupational Education Institutions, V-TECS Board of Directors, Central Staff, Technical Coordinators, and Standing Committees), (3) Methods and Procedures (The V-TECS model and project survey results), (4) Catalog Development and Project Status (projects to be completed during the year, projects currently under development, V-TECS occupational information and catalog data banks, status of project grant, and proposal pending by V-TECS), (5) Program Evaluation and Review Technique (PERT) Application to V-TECS Catalog Development and Long-Range Planning, and (6) Information for Membership in V-TECS (period and process of membership). The appendices include Bylaws of V-TECS, Board of Directors, Brief Staff Resumes, Technical Coordinators, Members of the Standing and Ad Hoc Committees, Model and Master Sequence Chart, and Analysis of D.O.T. Job Titles by Projects. (HD)

ED 134 728 CE 009 478

Real Estate Appraising. A Suggested Adult Education Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 70

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Education, *Job Skills, Lesson Plans, Post Secondary Education, *Property Accounting, *Property Appraisal, *Real Estate, Real Estate Occupations, Sales Occupations, Teaching Guides

Developed to assist teachers of classes in real estate appraisal and to help students prepare for professional qualification, this guide presents 12 lessons which may be taught in 15 two-hour sessions. The twelve lessons are (1) The Appraisal of Real Estate, (2) Real Property Value, (3) Basic Principles of Real Property Value, (4) The Appraisal Process, (5) Area, City, and Neighborhood Data and Their Analysis, (6) Site Analysis and Site Valuation, (7) The Cost Approach, (8) Depreciation, (9) Market Approach, (10) Income Approach, (11) Final Estimate of Value, and (12) The Appraisal Report. Each lesson provides objectives, a content outline, and teaching suggestions. A bibliography is appended. (WL)

ED 134 729 CE 009 479

Small Business Bookkeeping, Part I. A Suggested Adult Business Education Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 73

Note—127p.; For related document, see CE 009 480

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Adult Education, *Bookkeeping, Business, *Business Education, *Business Subjects, Course Content, *Curriculum, Curriculum Guides, Instructional Materials, Teaching Guides

This instructor's guide, suitable for use in the adult education programs of school districts, of Boards of Cooperative Educational Services (BOCES), and in the community colleges of New York State, presents course outlines and material for those who are either keeping a set of records for a small business or who wish to prepare to do so. The guide consists of 10 lessons and 5 problems designed for use in 10 sessions of 3 hours each. The illustrations and problems are based on a service business. The 10 lessons are (1) Introduction; (2) Sources of Data and Journalizing; (3) Combined Cash Journal, Ledger Accounts, and Posting; (4) Journalizing, Posting T-Account Ledger, Trial Balance; (5) Standard 2-Column Ledger, (6) Reconciling a Bank Statement and Making a Payroll; (7) Reporting and Remitting Taxes; (8) Journalizing for Problem 5; (9) Ledger Entries for April in Problem 5; and (10) Trial Balance, Balance Sheet, and Income Statement for Problem 5. Lessons consist of a content outline with teaching suggestions, techniques, and references. Also included is a section on tips for teachers of adult classes in small business bookkeeping and a large section of illustrations, forms, and solutions to problems. (WL)

ED 134 730

Small Business Bookkeeping, Part II. A Suggested Adult Business Education Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 75

Note—114p.; For related document, see CE 009 479

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Education, *Bookkeeping, Business Education, Curriculum Guides, Learning Activities, Lesson Plans, Post Secondary Education

This guide is designed for the second part of a two-part bookkeeping course for adults who are either keeping a set of records for a small business, or who wish to prepare to do so. The following seven lessons are included and are based on a business making retail sales of goods: (1) Introduction; (2) Data Sources and Recording for a Trading Business; (3) Journalizing, Posting, and Trial Balance; (4) Journalizing, Posting, and Trial Balance (continued); (5) Eight-Column Worksheet, and Preparing Financial Statements; (6) Adjusting and Closing the General Ledger, and Preparing the Post-Closing Trial Balance; and (7) Practical Problems. (Lessons 1 through 6 cover about three hours of class time each. Lesson 7 is a practice problem requiring about four class sessions of three hours each.) The appendices contain illustrations, forms, and solutions to problems; a practical application problem; and tips for teachers of adult classes in small business bookkeeping. (WL)

ED 134 731

Stenography Refresher Course, Part I. Instructor's Guide for an Adult Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 73

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Education, Business English, *Curriculum, Curriculum Guides, Job Skills, Office Occupations Education, *Refresher Courses, Skill Development, *Stenography, Teaching Guides

Ten lessons (designed to be covered in 10 sessions of three hours each) are included in this teacher's guide to a review course for students who know either Pitman, Gregg, or machine shorthand, or some other system. (Upon completion of the course the student is expected to possess improved skills and knowledge in stenography as well as in transcription, English, letter styles, office behavior, and special typing problems like tabulation and typing of numbers. The course is designed for use in the adult education programs of school districts and of Boards of Cooperative Educational Services (BOCES), or in community colleges in New York State. Lesson titles are (1) Course Introduction, (2) Skill-Building and Letters, (3) Stenography Skill Building, Word Skills, and Work Habits, (4) Grammar, Word Study, Tabulations, and Cooperation in the Office, (5) English Mechanics, Proofreading, Envelopes, and Grooming, (6) English Review, Duplicating Masters, and Office Ethics, (7) English Review, Numbers, Telephone Techniques, and Desk Organization, (8) English Mechanics, Applying for a Position, and Form Letters, (9) Word Study, Report Writing, and Work Standards, and (10) Division of Words, Reference Books, Machine Transcription, and Organizing of Work. Each lesson includes a list of objectives, and a content outline with parallel teaching tips and suggested references. (Content of each lesson includes a period of skill building in stenography and some English or word study, whether mentioned in the title or not.) A bibliography of textbooks, text-kits, records and tapes, and free material is included. (JT)

ED 134 732

The Work of the Business and Distributive Education Department Chairman.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Role, *Business Education, *Check Lists, *Department Directors (School), *Distributive Education, *Evaluation Criteria, Secondary Education, Self Evaluation

Increasingly numerous and urgent requests for guidelines prompted the preparation of this publication listing the principal responsibilities of the chairman of a high school department of business and distributive education. An attempt is made to recommend criteria for small as well as large schools with realization that the scope of the activities will necessarily vary from school to school. In order to facilitate a chairman's self-evaluation, the various facets of his/her work have been prepared as a checklist. It is noted that the chairman may find it helpful to check those items that he already performs in the course of his duties and to let the unchecked items serve as indexes of new opportunities for service. Following an introduction, the checklist is divided into nine parts: Part I—Preparing for the Opening of School, Part II—Developing the Curriculum, Part III—Improving and Evaluating Instruction, Part IV—Promoting Professional Development, Part V—Establishing and Maintaining Good Public Relations, Part VI—Reporting, Part VII—Department Meetings, Part VIII—Recruitment of Teachers, and Part IX—Budget Development. (HD)

ED 134 733 CE 009 499
Automotive Service Occupations. A Suggested Outline of Services and Levels for the Automotive Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Auto Mechanics, Auto Mechanics (Occupation), *Curriculum, *Curriculum Design, Curriculum Guides, Instructional Materials, Job Skills, Post Secondary Education, Secondary Education, State Curriculum Guides, Teaching Techniques, *Vocational Education

Identifiers—New York

Designed to help teachers of automotive services select the body of knowledge and experiences leading to the development of salable skills which might be necessary at various levels of complexity, this guide suggests an alignment of content, with teaching suggestions, for use in developing a vocational program to prepare youth and adults for employment. The content in the form of a chart of services to be performed is divided into three areas (service station, power plant services, and chassis services) covering the systems of assemblies in the automobile which need maintenance or repair. These system services are listed on four levels (basic, intermediate, advanced, and technical) intended to assist the teacher in selecting content with the appropriate depth or emphasis. Application, concepts, and teaching suggestions are included for each service. ("Application" refers to salable entry skills that should be mastered by the student, and "concept" refers to the principles, fundamentals, trade theory, and other items which relate to the services.) Safety education and safe operation are included as well as suggestions for use of special tools and equipment. (HD)

ED 134 734 CE 009 500
Engine Lathe Operator. Instructor's Guide. Part of Single-Tool Skills Program Series. Machine Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—167p.; For related documents see CE 009 501

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Education, *Curriculum, Curriculum Guides, Hand Tools, *Industrial Education, Instructional Materials, Job Skills, *Machine Tool Operators, *Machine Tools, Metals, Metal Working Occupations, Post Secondary Education, Secondary Education, *Skill Development, Student Projects, Vocational Education

Expected to help meet the need for trained operators in metalworking and suitable for use in the adult education programs of school districts, in manpower development and training programs, and in secondary schools, this guide consists of four sections: Introduction, General Job Content,

Shop Projects, and Drawings for the Projects. General Job Content lists the content outline in the left column and teaching points and techniques in the right column. The 16 names of shop projects and drawings for the projects include Multi-Diameter Shaft, Ball Peen Hammer, Die Wrench, Fly Tool Face Cutter, Self-Centering Vise, Close Quarter, Hackaw, Bench Vise, Lathe Dieholder, Eccentric Test Shaft, Tap Wrench, Micrometer Boring Head, Surface Gage, Arbor Press, Lathe Mandrel, Lathe Center and Morse Taper, and Grinding Vise. Sixteen job sheets for the shop projects are included. The top section of each job sheet includes operator's job title, project name, time needed, and related drawing number, performance objectives, operations, equipment, and materials needed. The bottom section of the job sheet has two columns—the left column lists the procedure and the right column lists the techniques and related information. (HD)

ED 134 735 CE 009 501
Surface Grinder Operator. Instructor's Guide. Part of Single-Tool Skills Program. Machine Industries Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73

Note—139p.; For related documents see CE 009 500

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, *Curriculum, Curriculum Guides, Hand Tools, *Industrial Education, Instructional Materials, Job Skills, *Machine Tool Operators, *Machine Tools, Metal Working Occupations, Post Secondary Education, Secondary Education, Shop Curriculum, Skill Development, Student Projects, Teaching Guides, Vocational Education

Identifiers—*Surface Grinder Operators

This course, the second one to be published in what is expected to be a series of instructor's guides in the Single-Tool Skills Program, is expected to help meet the need for trained operators in metalworking and is designed for use in the adult education programs of school districts, in Manpower Development and Training Programs, and in secondary schools. The general objective of the course is to train men, in a comparatively short time, to be placed as surface grinder operators. The guide consists of an (1) Introduction, (2) General Job Content, (3) Job Sheets for Shop Projects, and (4) Drawings for Shop Projects. The General Job Content section lists the content outline in the left column and teaching points and techniques in the right column. The 17 shop projects are Scriber, Drill Stand, Arbor Press, Surface Gage, Tool Bit Grinding Gage, Micrometer/Boring Head, Lathe Center, Grinding Vise, Precision Step Block, 1-2-3 Block, Precision Angle Plate, V-Block, Parallels, Sharpen Thread Tap, Sharpen Thread Die, Grind a Form Tool, and Grinding Fixture for Thread Tool. The job sheet for each project lists operator's job title, project name, time needed, related drawing number, performance objectives, operations, equipment, and materials needed; these are followed by a two-column section, the left column listing the project procedures and the right column containing techniques and related information. The final section contains 55 drawings. (HD)

ED 134 736 CE 009 502
Section I: Basic Electricity. Syllabus in Trade Electricity-Electronics.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 76

Note—172p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Behavioral Objectives, *Course Content, *Curriculum Development, Curriculum Guides, Electrical Occupations, *Electricity, *Electronics, Teaching Guides, Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

This section describes the first of a three part curriculum in trade electricity-electronics (each part is described in a separate volume). It presents a unit of 6 to 10 weeks duration which develops only those competencies necessary to all

electricity or electronics employment. A flow chart indicates how an individual student's program can be arranged within, or across, the three curriculum areas. This section is divided into eight units: Orientation, Electrons as Charge Carriers, Circuit Component Identification, Basic Laws; Circuit Concepts, Magnetism, Batteries, Introduction to AC Principles, Use of Test Equipment, Fundamental Skills, Hand and Power Tools, Circuit Drawings, and Recordkeeping. The units are organized in a three-column format: Content, objectives, and teaching suggestions, with a resource list and suggested equipment list appended. The first column, Content, consists of items of instruction; the second column, Objectives, states in performance terms the student achievement which must result from the item of instruction; the third column, Teaching Suggestions, presents a variety of methods by which the content may be taught. Following the eight units is a listing of only the tools and equipment considered essential to properly instruct a class-group of 20 students in basic electricity. A sample course of study for this section of basic electricity is also provided, intended as an aid to creating the syllabus-based course of study, and tailored to local conditions. Content outlines for Section II and III of the curriculum are included. (HD)

ED 134 737 CE 009 505
Back to Work Workshop for Women. A Suggested Course of Study Designed for Public School Adult Education Programs.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 68

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education Programs, Employment Qualifications, *Females, *Job Application, Jobs, *Job Search Methods, Job Skills, Job Training, Occupational Guidance, *Workshops

This publication provides leaders of public school adult education programs with a practical guide to the organization and content of a workshop for women who desire to return to work. The section on organization (part I) presents the rationale for a workshop and treats such basic matters as the selection of the workshop leader, and promoting and conducting a workshop. The section on scope (part II) gives a session-by-session account of the actual workshop. The appendix (part III) provides a bibliography as well as information about education and training programs for adults. (WL)

ED 134 738 CE 009 512
Tips on Consumerism. Ideas for Instructors of Consumer-Homemaking Programs. Home Economics Education.

New York State Univ. System, Albany. Spons Agency—New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 73

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Consumer Education, *Daily Living Skills, Home Economics, *Homemaking Education, Instructional Materials, Learning Modules, Unit Plan

This learning package on consumerism is intended for use by instructors in adult consumer-homemaking programs. (The target population for these programs is generally adults in socioeconomically disadvantaged innercity and rural areas.) Four units are included: Stretching Your Money, How to Be a Wise Consumer, Door-to-Door Salesman, and What to Look for When Buying a Car. Each unit, designed to be used individually or together forming a comprehensive program, follows the same format and includes (1) Objectives, (2) Motivating Procedure, (3) Learning Experiences, (4) Discussion Guide for Slides (a series of questions for the instructor to use after showing slides, if slides are used), (5) Appraising Learnings (suggestions to assist the instructor in evaluating how well the participants have achieved the objectives for the unit), (6) Instructor References, and (7) Text of the Scripts for the Slides (a suggested script which the instructor may use if slides are used). (WL)

ED 134 739

CE 009 516

Educational Materials that Work. ET Handbook No. 331.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date May 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Autoinstructional Aids, *Catalogs, *Curriculum, Elementary Secondary Education, *Instructional Materials, Mathematics Materials, Reading Materials, Resource Guides, Teaching Guides

Identifiers—*Job Corps

Following the introductory section, which discusses various aspects of the Job Corps Program and the Job Corps Curriculum, this guide describes educational materials that the Job Corps Program considers useful in developing basic reading, mathematics, and related skills. Materials for the two curriculum areas, reading and mathematics, are described in separate sections. Each entry includes a brief summary of how the material(s) should be used (some are instructional sets), how many separate materials are included, price, and publisher. The complete names and addresses of publishers are appended. (SH)

ED 134 740

CE 009 519

Korim, Andrew S.

Century Three: Implications for Community and Junior College Research.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of North Central Region, American Education Research Association, Interest Group for Community/Junior College Research (Madison, Wisconsin, July 15, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Role, *Community Colleges, *Community Involvement, Curriculum Development, Educational Change, Educational Needs, *Futures (of Society), *Junior Colleges, Post Secondary Education, *Research Needs, School Community Relationship, Social Change, Social Factors, Technical Institutes, Vocational Education

Identifiers—United States

The past and present economic and social problems and cause-effect relationships are major factors in the development of education at the community and junior college levels. Internal redesign of public junior colleges during the 1960's and early 1970's transformed them from liberal arts institutions into administratively flexible institutions offering a comprehensive array of services that stray considerably from the lock-step curricula of traditional educational institutions. The most astounding feature of the community college is that it evolved from catalytic forces in communities and not as a result of a community college act passed by Congress. Simultaneous with the emergence of the community college as an institution is the gaining impetus of vocational education and training, and community colleges and technical institutes have become the primary delivery vehicle for this type of education in most States. As we look at the developments of the past, we find the insights to serve as the basis to guide our speculation about the future. The third century without doubt will produce new demands on junior and community colleges. The cumulative effect of the demands will be that the researcher will be called upon to stray quite a bit from what is known as institutional research into what might be called community research. The extension of the community college out into the community serving new clients under new kinds of arrangements and performing new roles will require the research office to develop new skills and to take on new assignments. Continued success of junior and community colleges to a large degree will be contingent upon their capacity to respond to changing conditions and to demonstrate in measurable terms their effectiveness as community institutions and the validity of their programs and services. (WL)

ED 134 741

CE 009 521

Furter, Pierre

Some Problems in Planning Adult Education. No. 59. The Fundamentals of Educational Planning: Lecture, Discussion Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Jan 73

Note—42p.

Available from—International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris FRANCE (1.50 francs)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Problems, *Adult Education, Educational Administration, *Educational Planning, *International Education, *Program Improvement, *Program Planning, Social Factors

The three papers presented relate to the problems of planning adult education and are titled "Adult Education for Whom? A Qualitative Analysis of the Customers," "From Literacy to Cultural Development," and "Out-of-School Education: Part of the System of a Parallel System?". The first paper tries to show that any discussion of adult education must start from reflection on the customers who will be served by out-of-school education programs. (The distinction made between the school system and the out-of-school system is that in the regular school system—such institutionalized forms of education as primary or secondary school—pupils are not regarded as customers, since in most countries, they no longer have a free choice. Whereas in out-of-school forms of education, the audience is not only not a captive one, but a conglomeration of sometimes very heterogeneous customers.) The second paper discusses the difficult problems raised by the definition of the aims and content of training. Finally, in the third paper, attention is given to a particularly important problem, namely the institutional problem of the relations between the parallel out-of-school systems and the school system. (WL)

ED 134 742

CE 009 543

A Teacher's Guide to Career Education, 9-12.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date Sep 75

Note—488p.

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—Affective Objectives, Biology Instruction, Business Subjects, *Career Education, *Career Exploration, Classroom Materials, Curriculum Guides, English Instruction, Integrated Activities, Language Instruction, *Learning Activities, *Lesson Plans, Mathematics Instruction, Physical Education, Science Instruction, Secondary Education, Social Studies Units, *Student Development, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields), Vocational Education

Identifiers—South Carolina

Designed to assist the classroom teacher interested in implementing career education, this guide presents lesson plans, prepared by public school teachers, which integrate career education activities. Learner objectives, which provide a base for implementation plans, are listed in the introductory section and relate to self-knowledge, decisionmaking skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. Each lesson plan is presented in the following format: Grade or IGE unit, subject, educational concept, elements and element objectives, activities, resources, and followup activities. The lesson plans cover the units of math (grades 9-10); Spanish (grades 9-12); home economics (grades 9-12); agriculture (grades 9-12); physical education (grades 9-12); biology (grade 10); social studies (grades 9-12); math, geometry, algebra (grades 9-12); distributive education (grade 11); French I and II (grades 9-12); English (grades 9-12); art I and II (grades 9-12); office occupations (grades 9-12); health occupations (grade 12); trade and industry (grades 10-12); physical science and physics (grades 9 and 12); and office occupations (grades 11-12). (TA)

ED 134 743

CE 009 547

Benson, Robert T.

Agricultural Electricity. Electric Controls. Student Manual. Report No. 820/20.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section.

Pub Date 74

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Engineering, *Electrical Systems, *Elec-

tric Circuits, Electronics, Equipment, Instructional Materials, Secondary Education, Vocational Education

Addressed to the student, this manual presents terms, abbreviations, and symbols used in discussing manual or automatic control of the flow of electric current. Diagrams accompany discussion of the following types of control devices and principles of operation: Heat sensitive controls (thermostats, thermal relays), light sensitive controls (photo-electric cell), limit switches (applications and types), fractional horsepower motor starters (starting switches), time clocks, electromagnets (solenoid, relays), and switches (toggle, push button). (TA)

ED 134 744

CE 009 548

Benson, Robert T.

Agricultural Electricity. Electric Motors. Student Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section.

Pub Date 75

Note—20p.

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Engineering, *Electrical Systems, *Electric Circuits, *Electric Motors, Engines, Equipment, Instructional Materials, Magnets, Manuals, Secondary Education, Vocational Education

Addressed to the student, this manual, which includes supplementary diagrams, discusses the following topics and principles: Electromagnetic fields, electromagnets, parts of an electric motor, determining speed of an electric motor, types of electric motors in common use (split-phase, capacitor, repulsion-induction, three-phase), the electric motor nameplate, and electric motor comparisons (in chart form). (TA)

ED 134 745

CE 009 552

VIEW: Vital Information for Education and Work.

South Carolina State Employment Security Commission, Columbia; South Carolina Vocational Education Research Coordinating Unit, Clemson.

Note—1,197p.

EDRS Price MF-\$2.17 HC-\$63.63 Plus Postage.

Descriptors—*Employment Qualifications, *Occupational Information, Occupations, Professional Occupations, Secondary Education, Skilled Occupations

Identifiers—Dictionary of Occupational Titles, *VIEW, Vital Information for Education and Work

VIEW (Vital Information for Education and Work) is a compilation of 300 separate sheets each of which presents information about an occupation, ranging from actor and actress to zoologist. Each sheet contains the DOT (Dictionary of Occupational Titles) classification number, a description of the occupation, qualitative job information, employment qualifications, and educational needs for the occupation, some related jobs, and where to write for more information. Information is arranged graphically, each sheet including a cartoon illustration related to the occupation. VIEW is indicated for use by counselors, students, and teachers in junior and senior high schools. (MF)

ED 134 746

CE 009 567

Caldwell, Phyllis A.

Massachusetts Adult Basic Education Management Information System. Working Paper No. 1.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Adult Services.

Pub Date 20 Nov 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Programs, Computer Oriented Programs, Information Utilization, *Management Information Systems, *Program Development, Statewide Planning, *Student Enrollment

Identifiers—Massachusetts

This report describes a project designed to provide a cost effective centralized data collection, analysis, and retrieval system to handle all data

on adult basic education (ABE) clients and staff personnel for all adult learning sites in Massachusetts for reporting, research, and evaluation purposes at local and State levels. This report is divided into five sections: Statement of the Problem; Goals of the Project; Relevant Research; System Design, which presents two exhibits explaining the management information system (MIS) model followed in the design, implementation, and evaluation of a Massachusetts field research project which has been implemented at all 30 learning centers in Massachusetts; and Project Overview, which describes (1) use of standardized data collection forms for student registration and reinstatement, student advancement, student separation from an ABE program, and student attendance, (2) training of staff in use of the system, and (3) several reports generated by the system. A bibliography is appended. (SH)

ED 134 747 08 CE 009 608
Course Development—DECA. Final Report.

Lakeshore Technical Inst., Cleveland, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-103-473
Bureau No.—11-039-151-316
Pub Date Jun 76

Note—260p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, *Clubs, Community, Course Organization, Curriculum, Curriculum Guides, *Distributive Education, *Elective Subjects, Leadership Training, Learning Activities, Post Secondary Education, *Student Organizations, Vocational Development, *Vocational Education, Work Attitudes

Identifiers—DECA, *Distributive Education Clubs of America

A project developed four one-credit courses for post high school students to encourage their active participation in Distributive Education Clubs of America (DECA). Designed as electives to meet one hour per week for a semester in the classroom and one hour in the laboratory, the courses were designed to be adapted for use with other vocational education student organizations. The courses developed are leadership, professional interaction, career development, and community awareness. The curriculums were reviewed and evaluated at a two-day workshop and are included in the document. For each course, a specific topic is selected for each session. Objectives and activities for the session are listed, along with informational materials and suggested forms where appropriate. (RG)

ED 134 748 CE 009 653

Carsetti, Janet K.
Literacy: Problems and Solutions. A Resource Handbook for Correctional Educators.

American Bar Association, Washington, D.C.
Clearinghouse for Offender Literacy Programs.; American Correctional Association, College Park, Md.; National Association for Public Continuing and Adult Education, Washington, D.C.

Spons Agency—National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.
Report No.—VT-103-480
Pub Date 75

Grant—73-ED-99-0012
Note—230p.

Available from—READ, Inc., 8605 Cameron Street, Silver Spring, Maryland 20910

Document Not Available from EDRS.

Descriptors—Adult Education, Catalogs, *Correctional Education, Directories, Functional Illiteracy, Illiterate Adults, Learning Activities, Reading Diagnosis, *Reading Instruction, Reading Materials, Reading Tests, *Remedial Reading Programs, Resource Guides, *Skill Development, Teaching Guides

This resource handbook addresses the problem of illiteracy in correctional institutions and focuses on practical methods for improving the reading skills of offenders. It defines illiteracy, offers statistics on its incidence in correctional institutions, and lists barriers to overcoming the problem with suggested solutions. An overview of

methods and techniques for teaching reading describes the approaches of language experience, individualized reading, programmed learning, basal reader, and phonics, and lists strengths and weaknesses of each method. Techniques to motivate reluctant learners and reinforce various reading skills are presented through activities using music, television guides, newspapers, telephone books, and catalogs and through a schoolwide approach. A bibliography for students lists books by grade level under general subject categories of Multi-Ethnic Americans, Black Americans, Sports, Indian Studies, and High Interest Low Vocabulary. Publisher and price information is included. Information regarding selection of diagnostic tests is offered, along with a brief description of appropriate tests for adults. An extensive list (113 pages) of commercially-prepared reading materials provides information about availability, purpose, entry level, readability, target group, format, and cost. Also provided is a directory of volunteer organizations that can be of help in teaching reading in correctional institutions. (NJ)

ED 134 749 CE 009 695

Lovelace, Bill E.

A System for Identifying Professional Teaching Competencies of Vocational-Technical Teachers: A Report.

Report No.—VT-103-526
Pub Date 75

Note—177p.; Prepared by using materials from the study "A Comparison of Perceived and Actual Tasks Performed by Selected Vocational-Technical Teachers in Texas Public Community Colleges" 1975

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Curriculum Development, Educational Research, Job Skills, Post Secondary Education, *Task Analysis, Teacher Education Curriculum, *Teaching Skills, *Technical Education, *Vocational Education

Identifiers—Texas

The purpose of this study was to determine the actual tasks performed as compared to those tasks perceived as important by a selected population of postsecondary vocational-technical teachers in 40 public Texas community colleges. Prior to actual research methodology, the state-of-the-art of vocational teacher education, the competency-based movement in teacher education, and research studies in vocational teacher education were reviewed. Then a job inventory of 94 tasks was mailed to a population of 700 teachers; 461 usable responses, distributed among five vocational areas, were received. The overall finding was that differences did exist in the rated perceived importance and the percent of respondents actually performing the tasks. The report also contains a section devoted to approaches suitable for developing teacher education curriculum. Appendixes include a table of tasks ranked by mean of perceived importance; tables of the lists of 94 validated competencies for each of the five major areas, indicating percent of respondents performing the task, average time spent, and rank by percent of respondents; a table providing comparisons of ranks of tasks by perceived importance with ranks of tasks by the percentage of respondents performing the tasks; and a sample of the job inventory. (NJ)

ED 134 750 08 CE 009 703

Minette, William P.

A Feasibility Study for a Physician's Assistant Program. Occupational Education Research Project. Final Report.

Pitt Technical Inst., Greenville, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.; Office of Education (DHEW), Washington, D.C.

Bureau No.—VT-103-513
Pub Date Jun 76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Standards, *Associate Degrees, *Curriculum, Educational Programs, Feasibility Studies, Junior Colleges, Medical Education, *Physicians Assistants, Program Design, *Program Development, Technical Education

Identifiers—North Carolina

This study was conducted to design an educational program for physician's assistant that would conform to the American Medical Association's essential requirements for the occupation

and to determine the feasibility of establishing such a program at Pitt Technical Institute in North Carolina. The investigation covered selection procedures, curriculum, space and equipment, authorization to practice and to dispense drugs, reimbursement and employment, factors and resources necessary for program implementation, area to be served, candidate requirements and preceptorships, and expected results of the program. It was concluded that a fully accredited program could be offered by a community college or technical institute in North Carolina and should consist of a 24-month curriculum and nine months of pre-clinical courses. Further conclusions are offered relating to facility requirements, instructional and administrative staff, faculty qualifications, area to be served, and potential employment sites. Tables provide additional data concerning recommended budget, area population, area patient-physician ratio, and physician distribution. Appended materials include admission application and interview scoring forms and a list of prescription drugs which may be dispensed by physician's assistants. (NJ)

ED 134 751 08 CE 009 740

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Assistant Theatre Managers.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, *Management, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Theaters, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students preparing to be assistant theatre managers, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 752 08 CE 009 741

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Broadcast Announcing.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), *Vocational Education

Identifiers—*Broadcast Announcing

Designed to meet the job-related metric measurement needs of broadcast announcing students, this instructional package is one of five for arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 753 08 CE 009 742

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Stage Lighting Technology.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Lighting, Measurement Instruments, *Metric System, Secondary Education, *Special Effects, Stages, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of stage lighting technology students, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to

facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 754 08 CE 009 743

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Technical Theatre Assistant.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of technical theatre assistant students, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 755 08 CE 009 744

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Theatrical Costuming.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Fine Arts, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Theater Arts, Units of Study (Subject Fields), *Vocational Education

Identifiers—Costumes (Theatrical)

Designed to meet the job-related metric measurement needs of theatrical costuming students, this instructional package is one of five for the arts and humanities occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 756 08 CE 009 757

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Wastewater Technology.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Environmental Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education, *Water Pollution Control

Designed to meet the job-related metric measurement needs of students interested in wastewater technology, this instructional package is part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instru-

ments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 757 08 CE 009 758

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Dental Assistants.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, *Dental Assistants, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming dental assistants, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 758 08 CE 009 759

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Dietetic Technicians.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, *Dietetics, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming dietetic technicians, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 759 08 CE 009 760

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Licensed Practical Nursing.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Practical Nurses, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in licensed practical nursing, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation

and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 760 08 CE 009 761

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Nurses Aides.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Nurses Aides, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming nurses aides, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 761 08 CE 009 762

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Nursing (RN).
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Health Occupations Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Nursing, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs for nursing students, this instructional package is one of five for the health occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 762 08 CE 009 763

Cooper, Gloria S., Ed. Magisos, Joel H., Ed. **Metrics for Alterations Specialist & Tailoring.** Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—63p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, *Sewing Instruction, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of alterations specialist and tailoring students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-

on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 763 08 CE 009 764

Cooper, Gloria S., Ed. Magisos, Joel H., Ed. **Metrics for Child Care Aides.** Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Care Occupations, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of child care students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 764 08 CE 009 765

Cooper, Gloria S., Ed. Magisos, Joel H., Ed. **Metrics for Food Preparation, Baking, Meat Cutting.**

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—69p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, *Food Processing Occupations, *Foods Instruction, Instructional Materials, Learning Activities, Measurement Instruments, Meat, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of food preparation, baking, meat cutting students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 765 08 CE 009 766

Cooper, Gloria S., Ed. Magisos, Joel H., Ed. **Metrics for Homemaker and Health Aides.** Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Attendants, *Curriculum, Domestic, *Home Health Aides, *Homemaking Skills, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students preparing to be homemaker or health aides, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of esti-

matings and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 766 08 CE 009 767

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Interior Design Assistants.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, *Interior Design, Learning Activities, Measurement Instruments, *Metric System, *Occupational Home Economics, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of interior design students, this instructional package is one of five for the home economics occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 767 08 CE 009 771

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Blueprint Reading.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Blueprints, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of blueprint reading students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 768 08 CE 009 772

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Industrial Electronics, Radio-TV Repair, Audio Equipment Repair.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—65p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Audio Equipment, *Curriculum, *Electronics, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Radio Technology, Secondary Education, Teaching Techniques, *Television Repairmen, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students in industrial electronics, radio-TV repair, and audio equipment repair, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation

and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 769 08 CE 009 773

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Metal Patternmaking.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, Metal Working Occupations, *Metric System, *Patternmaking, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of metal patternmaking students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 770 08 CE 009 774

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Numerical Control Operators.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

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Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Numerical Control, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students preparing to be numerical control operators, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 771 08 CE 009 775

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Sheet Metal Working.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, *Sheet Metal Work, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of sheet metal working students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instru-

ments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 772 08 CE 009 776

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Small Appliance Repair, Major Appliance Repair.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—65p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Appliance Repairing, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of students in small appliance repair and major appliance repair, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 773 08 CE 009 777

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Tool & Die Making.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, Metal Working Occupations, *Metric System, Secondary Education, Teaching Techniques, *Tool and Die Makers, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education

Designed to meet the job-related metric measurement needs of tool and die making students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 774 08 CE 009 778

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Welding and Cutting.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metal Working Occupations, *Metric System, Secondary Education, Teaching Techniques, *Trade and Industrial Education, Units of Study (Subject Fields), Vocational Education, *Welding

Designed to meet the job-related metric measurement needs of welding and cutting students, this instructional package is one of eight for the manufacturing occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to

facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 775 08 CE 009 779

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Automotive Merchandising, Petroleum Marketing.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Merchandising, *Metric System, *Motor Vehicles, Petroleum Industry, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students in automotive merchandising and petroleum marketing classes, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 776 08 CE 009 780

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Food Distribution.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Distributive Education, *Food Processing Occupations, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in food distribution, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 777 08 CE 009 781

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Hard Goods Merchandising.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Merchandising, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in hard goods merchandising, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list

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ED 134 778 08 CE 009 782

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Soft Goods Merchandising.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

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Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Merchandising, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in soft goods merchandising, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 779 08 CE 009 783

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Transportation.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Distributive Education, Instructional Materials, Learning Activities, Marketing, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, *Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in transportation, this instructional package is one of five for the marketing and distribution cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 780 08 CE 009 784

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Cosmetology.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cosmetology, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of cosmetology students, this instructional package on cosmetology is part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning

styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 781 08 CE 009 785

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Fire Service.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, *Fire Science Education, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Public Service Occupations, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in fire science education, this instructional package is one of two for the public service occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 782 08 CE 009 786

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Law Enforcement.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

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Note—59p.; For a related document see CE 009 736-790

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Descriptors—*Curriculum, Instructional Materials, *Law Enforcement, Learning Activities, Measurement Instruments, *Metric System, Public Service Occupations, Secondary Education, Teaching Techniques, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in law enforcement, this instructional package is one of two for the public service occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 783 08 CE 009 787

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Auto Mechanics.

Ohio State Univ., Columbus. Center for Vocational Education.

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EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Auto Mechanics, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of auto mechanics students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instru-

ments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 784 08 CE 009 788
Cooper, Gloria S., Ed. Magis, Joel H., Ed.
Metrics for Aviation Electronics.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Aviation Technology, *Curriculum, *Electronics, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of aviation electronics students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 785 08 CE 009 789
Cooper, Gloria S., Ed. Magis, Joel H., Ed.
Metrics for Diesel Mechanics.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, *Diesel Engines, Instructional Materials, Learning Activities, Measurement Instruments, Mechanics (Process), *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of diesel mechanics students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 786 08 CE 009 790
Cooper, Gloria S., Ed. Magis, Joel H., Ed.
Metrics for Small Engine Repair.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For a related document see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Auto Mechanics, *Curriculum, Instructional Materials, Learning Activities, *Machine Repairmen, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Transportation, Units of Study (Subject Fields), *Vocational Education

Designed to meet the job-related metric measurement needs of small engine repair students, this instructional package is one of four for the transportation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation

and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 134 787 CE 009 799
Friet, James E. Schmidt, Roy L.

Implementing An Occupational Information System. Final Report.

Washington State Occupational Information Service, Olympia.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Sep 76

Contract—99-6-478-08-3

Note—161p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Annual Reports, Career Exploration, Computer Oriented Programs, *Delivery Systems, Employment Services, Formative Evaluation, Information Dissemination, Information Networks, *Information Systems, Information Utilization, Interagency Coordination, *Occupational Information, Post Secondary Education, Program Descriptions, *Program Development, Secondary Education, State Agencies, State Programs, *Statewide Planning, Vocational Education

Identifiers—*Washington, Washington Occupational Information System

The Washington Occupational Information System (WOIS) is a project of a consortium of State education and employment agencies to provide dissemination of occupational and educational information to both users and producers: schools, social service and manpower agencies, employees, and employers. The WOIS project organization and operation is concerned with the three major areas of information development, delivery systems, and service to users. Oregon's career information system was used to develop occupational descriptions and computer programs for Washington's system, as the labor profiles of the two States are very similar. This report describes the development WOIS and its functions. The process evaluation section discusses WOIS development, utilization, and influence (cooperation with key State agencies) and recommends that those implementing an occupational information system allocate ample time for inservice training and detailed planning. The evaluation also notes that substantial time is also needed to convert and thoroughly test the computer software system before demonstration. The five appendices, covering approximately half of the document, present the WOIS table of organization, the past schedule of WOIS demonstrations throughout the country, outlines of two WOIS inservice training programs, 13 WOIS exhibits/forms, and the WOIS second year plan. (MF)

ED 134 788 CE 009 807
Reginald, Thomas And Others

Industrial Arts in the Junior High School: Purposes, Objectives, Observable Behaviors. A Guide for Teachers of the Maryland Plan for Industrial Arts.

Maryland Univ., College Park. Dept. of Industrial Education.

Pub Date 76

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Curriculum Development, *Industrial Arts, Junior High Schools, Junior High School Students, Resource Guides, State Programs, Student Behavior, Teaching Guides, Trade and Industrial Education

Identifiers—*Maryland Plan

This booklet is designed to aid teachers who are using the Maryland Plan, a program of industrial arts designed to be useful with junior high students who have diverse interests, capabilities, and aspirations. The main purpose of the guide is to aid in program development and specification of observable, measurable behaviors for accountable instruction. Contents include a definition of industrial arts, and discussion of goals and purposes, the program, objectives, student behavior, and measurable outcomes. The major portion of the guide consists of observable student behaviors for each of three units: The Anthropological Unit, The Group Project Approach, and Line Production Approach. Within each unit behaviors are listed under each of five sub-headings: Understanding the nature of industry and technology, self exploration, intellectual growth, skill development, and interpreting the changing nature of industry and technology. An appendix contains a Maryland Plan development model and lists resource materials and films on the Maryland Plan. (Author/HD)

ED 134 789 CE 009 821

Bell, Duran And Others
The Role of Education in Facilitating Adaptation to Technological Change: An Analytical Framework and Review of the Literature.

Rand Corp., Santa Monica, Calif.
Spons Agency—National Science Foundation, Washington, D.C.

Bureau No—R-1821-NSF

Pub Date Jun 76

Note—121p.

Available from—Rand Corporation, Santa Monica, California 90406 (\$7.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Needs, *Educational Responsibility, Employment Problems, Engineers, Institutional Role, Models, Obsolescence, Older Adults, Personal Adjustment, Physicians, Role Conflict, Role Perception, *Role Theory, Social Change, Social Problems, *Technological Advancement, *Vocational Adjustment, Vocational Education, Working Women

A project focusing on the assessment of the educational system in adapting people to technological change considered the problem of adaptation for the whole person, not simply the work role, but also the family, consumer, citizen, and other roles for which educational activity is potentially instrumental. There were two major objectives: Development of a formal theoretical framework by which the problem could be defined, and application of that theoretical framework in terms of the educational needs of several selected groups. The analytical framework emerged from the interaction of a multidisciplinary team and may be characterized as a formal treatment of role-theoretic concepts in social psychology, using the welfare-maximization techniques of microeconomic theory. The usefulness of this model of adaptation to technological change was explored in terms of the problems of adaptation to technological change faced severely by engineers (role conflict), physicians (role conflict), married women (role sequence), and the elderly (role loss). The model was useful in structuring a review of the literature relevant to each of the groups considered, but the paucity of literature posed a major difficulty. Little research has been conducted on the nature of the adaptation problems of these groups, the resources at their disposal, and the effectiveness of various educational interventions. In addition to the summary and introduction the report is in four chapters, each with its own bibliography: (1) A General Model of Adaptation, (2) Professional Obsolescence in Engineering and Medicine, (3) Technological Change and Role Sequences: Special Problems of Women, and (4) Problems of Adaptation Among the Elderly. (HD)

ED 134 790 CE 009 828

Proprietary Vocational and Home Study Schools. Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438).

Federal Trade Commission, New York, N.Y. Bureau of Consumer Protection.

Pub Date 10 Dec 76

Note—579p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock No. 018-000-00197-7, \$6.10)

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—*Accountability, Administrative Policy, Business Responsibility, *Consumer Protection, *Correspondence Schools, Court Litigation, Educational Accountability, Federal Aid, Federal Legislation, Government Role, Post Secondary Education, *Proprietary Schools, *Publicize, Public Policy, School Policy, Standards, Student Characteristics, Student Costs, Student Enrollment, Student Recruitment, *Vocational Schools

Identifiers—Federal Trade Commission Act

This final report to the Federal Trade Commission on proprietary vocational and home study schools by the staff of the Bureau of Consumer Protection consists of two parts. Part I presents an analysis of all materials contained in the rule-making record, all documentary evidence, transcribed testimony, comments, and rebuttals. It describes the vocational school industry, the students it enrolls, the claims and representations it makes, and its use of commissioned sales representatives. This part also analyzes dropout rates and refund policies, student job placement difficulties, and existing regulatory patterns. Part II contains the staff's conclusions drawn from the record and its recommendations based on these conclusions, along with a section-by-section description of the proposed rule and the basis for the recommendations. Industry arguments against the proposed rule are included. This report further provides detailed references to the prevalence of acts and practices treated by the proposed rule, the Bureau's analysis of how these practices are unfair or deceptive, and a discussion of the economic effect of the rule on both small businesses and consumers. (MF)

ED 134 791 CE 009 864

Rose, Pearl H.

Development of a Plan for Providing Career Information for Handicapped Students. An Analysis of Occupational Descriptions for the Handicapped. Final Report.

Fort Steilacoom Community Coll., Tacoma, Wash.

Spons Agency—Washington Research Coordinating Unit for Vocational Education, Olympia.

Bureau No—76-323-204-NN

Pub Date Aug 76

Note—280p.

Available from—Washington State Commission for Vocational Education, Research Coordinating Unit, Olympia, Washington 98504

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Career Education, Community Colleges, Computer Oriented Programs, *Employment Qualifications, Information Dissemination, Information Seeking, Information Services, *Information Systems, *Job Skills, Junior Colleges, Occupational Choice, *Occupational Information, Occupations, *Physically Handicapped, Program Descriptions, *Program Development, Program Evaluation

Identifiers—Washington, Washington Occupational Information Service, WOIS

Information concerning job characteristics and employment skills for the physically handicapped were provided for 227 occupations contained within the Washington Occupational Information Service (WOIS) career information system. For each occupation, an adjunct description was written, including alternative or feasible occupations in each occupational category. The 227 occupations analyzed for the study indicate the feasibility of employing the handicapped as well as the aptitudes needed for handicapped persons to be successful on the job. In conducting the study, a cooperative plan was developed for pre- and posttesting and evaluation. The evaluation concluded that the occupational information is of value and is useful to the physically handicapped; however, an alternative method of access to the WOIS system should be developed. The body of this report comprises nine pages. The remainder of the document are appendices of materials used in the study. These include Bibliography, FSCC Physically Handicapped Program Description, Summation, Pretest and Posttest, WOIS QUEST Booklet, Software Book (covering the majority of the document and containing information on 227 occupations), Student Interviews Evaluation, Career Counselor Evaluation, Division of Vocational Rehabilitation Evaluation, Washington Occupational Information System Evaluation, and Occupations Accidentally Omitted—Not in WOIS Computer. (TA)

ED 134 792 CE 009 880

Anderson, Robert Rozansky, Rosa D.

The Impact of CETA on Institutional Vocational Education.

National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D. C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.

Report No—NACVE-031-77

Pub Date Dec 74

Contract—OEC-0-74-7481

Note—71p.; For a related document see CE 009 881

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cooperative Planning, Disadvantaged Groups, Employment Programs, Federal Programs, Federal State Relationship, *Program Administration, *Program Effectiveness, State Agencies, *State Aid, Surveys, *Vocational Education

Identifiers—CETA, *Comprehensive Employment and Training Act

This 1974 report contains a summary and analysis of data collected from a survey of 100 city prime sponsors to determine the impact of the Comprehensive Employment and Training Act of 1973 (CETA) on the vocational education system based on CETA's first year in operation. Some of the basic conclusions presented (as derived from data received) are (1) CETA is not significantly impacting on institutional vocational education—at best the system is merely being maintained as it existed under the Manpower Development and Training Act and the Equal Opportunity Act, (2) there exists a great deal of confusion and lack of understanding among local prime sponsors due to the lack of direct involvement prior to CETA, (3) the communication between States and local prime sponsors needed for CETA to positively impact on vocational education is inadequate, (4) CETA title I money is not being used to any large extent to increase the training being provided at existing vocational education institutions, (5) the system of negotiating nonfinancial agreements with the State for the provision of vocational education training and services through the use of the 5% supplemental vocational education funds often does not afford local prime sponsors adequate flexibility, (6) the CETA rules and regulations are vague regarding allocation of the 5% supplemental vocational education funds within the States, and (7) the confusion, complexity, and restriction of local prime sponsor flexibility has resulted in frustration among many local prime sponsors and has made it difficult for the 5% supplemental vocational education funds to impact in local jurisdictions. The appendix includes city profile data for 100 cities selected for surveying, list of cities included in analysis, survey instrument, and signature sheet and instructions for completing the nonfinancial agreement. (HD)

ED 134 793 CE 009 881

Anderson, Robert Rozansky, Rosa D.

The Impact of CETA on Institutional Vocational Education. An Update, 1976.

National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D. C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.

Report No—NACVE-030-77

Pub Date Jul 76

Contract—300-75-0340

Note—71p.; For a related document see CE 009 880

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cooperative Planning, Disadvantaged Groups, Educational Legislation, *Employment Programs, Federal Programs, Federal State Relationship, *Program Administration, *Program Effectiveness, State Agencies, *State Aid, Surveys, *Vocational Education

Identifiers—CETA, *Comprehensive Employment and Training Act

After noting that the study results of the Comprehensive Employment and Training Act's (CETA) first year of operation commented on the issue of cooperative efforts between CETA prime sponsors and the vocational education system, the study of CETA's second year of implementation reexamined the same issue using the 100 prime sponsors who were queried in the

original study ("The Impact of CETA on Institutional Vocational Education"). Seventy-four percent responded. Some of the conclusions from analyzing responses were (1) over 50% of the prime sponsors included in this study reported more effective working relationships with their respective vocational education communities in FY 1976, (2) improved working relationships generally did not result in increased CETA title I funding of institutional vocational education, (3) the allowable uses of the 5% vocational education funds are still causing problems between prime sponsors and vocational education in negotiating nonfinancial agreements, (4) differences in philosophy and the continuation of turf protection are the largest coordination problems that exist at the local level between the vocational education system and the CETA system, and (5) the main local incentive for increased coordination between the vocational education community and CETA prime sponsors is "CETA money." This report discusses the rationale of the survey design, analysis of survey responses (which covers program administration, program operations, and program coordination), and conclusions. The appendixes include the legislative update, list of cities included in the analysis, survey instrument, and the signature sheet and instructions for completing the nonfinancial agreement. (HD)

ED 134 794 CE 009 899

Proceedings of the International Conference on Women in Health (Washington, D. C., June 16-18, 1975). Health Manpower References.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—DHEW-HRA-76-51

Pub Date Jun 75

Note—221p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Delivery Systems, *Employment Patterns, *Females, Foreign Countries, *Health Occupations, *Health Personnel, Health Services, *Manpower Utilization, Nurses, Physicians, Professional Associations, Recruitment, Sex Role, Sex Stereotypes, Working Women

Identifiers—United States
Papers collected in this volume were prepared for and presented at a conference designed to (1) develop improved information on the status of women as health care providers in the United States and selected countries and (2) provide for consideration by an international audience, strategies used in other countries to improve the status and participation of women as health care providers which might be adapted for use in the United States. Topics include approaches to correcting the underrepresentation of women in the health care professions; improving the utilization of women in health occupations in which they are numerically well represented; organization of nurses and allied health and support personnel; new roles for women in health care delivery; and the role of women in health care decisionmaking. A list of conference participants provides their professional addresses. Summary viewpoints of some conference participants reflecting the needs of women health care workers and consumers are included along with a copy of the conference program. (LAS)

ED 134 795 08 CE 009 901

Bellenger, Joseph And Others

Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report.

Metropolitan Adult Education Program, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Grant—OEG-0-74-1722

Note—199p.; For a related document see CE 009 902

EE 25 Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Adult Programs, Career Education, Career Planning, *Ethnic Groups, *Females, Guidance Services, Individual Characteristics, *Minority Groups, National Surveys, *Needs Assessment, *Occupational Guidance, Program Descriptions, Program Development, Program Evaluation, Racial Differences, Surveys, Vocational Counseling, Working Women, Workshops

Identifiers—California (San Jose), *Project Careers

The project was developed to improve career guidance services for adults, particularly ethnic minorities and women. General objectives for the project were (1) to identify viable career guidance, counseling, placement, and followup approaches being used with adult populations, (2) to implement and field test two of these approaches and design prototype materials based on the identified models, and (3) to disseminate a catalog of viable adult career guidance approaches. One of the selected programs was offered in a San Jose, California, neighborhood with a high ethnic minority population. It was based on a program operating in Huntsville, Alabama, and consisted of a 5-week class on career decisionmaking. The second program, an 8-week career exploration workshop, focused on the special concerns of women and was based on a program developed at the University of Kansas. A kit, containing materials used during the implementation as well as the evaluation instruments, was prepared for each program. (These kits and evaluations are included in this final report.) Evaluation data revealed that the ethnic model (the first program) was successful in helping individuals who participated to reach program objectives, but attracted very few individuals. It was suggested that presentation and format of the program be revised if it is to be a transportable model. Evaluation of the women's program (the second program) was positive and the program was considered a viable, transportable adult career guidance program. (TA)

ED 134 796 08 CE 009 903

Career Development Needs of Women. Survey.

Economic and Social Opportunities, Inc., San Jose, Calif.

Spons Agency—Metropolitan Adult Education Program, San Jose, Calif.; Office of Education (DHEW), Washington, D.C.; San Jose Unified School District, Calif.

Pub Date May 75

Grant—OEG-0-74-1722

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Education, Adults, Career Choice, Career Education, *Educational Needs, *Females, Labor Force Nonparticipants, *Needs Assessment, Occupational Aspiration, Program Development, Self Concept, Statistical Data, Statistical Surveys, Surveys, *Vocational Development, Working Women

Identifiers—*California (San Jose)

A survey was conducted to define the career development needs of women in five school districts which form the Metropolitan Adult Education Program (MAEP) area (San Jose, California). (The survey was a first step in a project to demonstrate the transferability of existing career development programs from other school areas to designated need populations within the MAEP area.) A random sample of 320 women were interviewed. Their responses comprised survey I. An additional 41 women were surveyed by telephone. These interviews comprised survey II. Questions asked in the survey attempted to assess the identification of women with occupational choice, recognition by women that any woman may need to work, preparation already made for work outside the home, and self-identified career development needs. Priority career development needs that were identified include the following: Women want and need to continue learning; women need to become more realistic about their future life situations; women need to learn how to make career related decisions; they need more career information and supportive services in order to continue their education; they desire a personalized atmosphere in continuing education courses; and some women (widely scattered) need citizenship classes. The report contains general findings of survey I and survey II including, conclusions, personal characteristics, career status, and preferences. Findings of survey I are also reported by district. An appendix contains the survey instrument, random walk instructions, a table on selected characteristics of sample census tracts, and census tract data. (TA)

ED 134 797 CE 009 904

Moriarty, Pia

Meadowfair Career Needs Assessment Survey.

Metropolitan Adult Education Program, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-74-1722

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Choice, *Career Education, *Community Attitudes, Community Characteristics, Community Involvement, Community Services, *Community Surveys, Data Collection, Demography, *Educational Needs, Interviews, Minority Groups, *Needs Assessment, Outreach Programs, Residential Patterns, Spanish Speaking, Surveys, Work Attitudes

Identifiers—California (San Jose), Project Careers

A needs assessment survey was conducted in the Meadowfair neighborhood of the southern part of Eastside San Jose (California) during January and February 1975. Its purpose was to poll community feelings and experiences in regard to careers—whether people understood that word to mean present employment, a future goal, or any purposeful life activity. Interviewers went door-to-door to approximately every tenth house within the census tract, talking in English and/or Spanish with one adult in each household, asking them what kind of help they needed with their careers. A card sort method was used to solicit career needs statements and was organized into four groups: Need to learn something, personal support needs, community or agency assistance needs, and directly employment-related needs. Open-ended as well as pre-categorized questions were used. Percentage data, based on the total sample of 184, was developed for the various categories and questions used in the survey. Written responses of the interviewees were analyzed. Chapter headings in this process and product summary report are Careers and Jobs, Needs and Priorities, People/Demographics, and Background Methodology. The appendix includes the introductory letter carried by interviewers, card sort content, and the final interview instrument. (TA)

ED 134 798 CE 009 905

A Guide to Developing a Job Sharing Project.

New Ways to Work, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.; San Jose Unified School District, Calif.

Pub Date Feb 76

Grant—OEG-0-74-1722

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cooperative Planning, Employer Attitudes, *Job Development, Job Placement, Job Search Methods, *Part Time Jobs, Resource Guides, Resource Materials, *Skill Development, Working Women, *Workshops

Identifiers—*Job Sharing

This manual provides a vehicle for women and others to organize and promote parttime jobs for themselves, and is also designed to be of interest to anyone who wants to learn about the shared job concept. It is organized as an instructional module which can be used as the basis for a workshop. The introduction section includes desired outcomes for participants and a brief suggested outline for a workshop. An exercise is included in each section to reinforce key concepts and to allow participants to apply these concepts to their own situations. Background information on job re-structuring is provided to assist individuals and employers. The manual is organized so that a workshop leader can read through the module and select the information to present and structure a workshop to meet the needs of the particular group. The five major sections are I. Introduction, II. Background, III. Helping People Help Themselves, IV. Let's Go Out in the Real World—Strategy for Employer Contact, and V. Information Resources. The bibliography is partly annotated and covers relevant studies, legislation, and background sources. (TA)

ED 134 799 08 CE 009 906

Handley, Herbert M. And Others

Influence of Model Vocational Programs on the Attitudes of Rural Disadvantaged Adolescents.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi Univ., University. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—OEG-0-74-1683

Note—147p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adolescents, Comparative Analysis, *Demonstration Programs, *Disadvantaged Youth, Educational Research, High School Students, Program Effectiveness, Rural Youth, *School Attitudes, Senior High Schools, Special Programs, Student Attitudes, Student School Relationship, Vocational Development, *Vocational Education, *Work Attitudes

A study was conducted to determine whether the school and work related attitudes of students enrolled in model programs for training disadvantaged differed significantly from those of their counterparts who had no chance to take part in vocational education programs. Another goal of the study was to compare the affective characteristics of disadvantaged students from exemplary vocational programs with those of nondisadvantaged students in regular vocational education programs. Students came from schools in four geographical regions in rural Mississippi. Twenty attitudinal variables including 15 work values assessed by Super's Work Values Inventory, the Attitude Scale of Crites' Career Maturity Inventory, four attitude scores from Kilbane's Survey of Pupil Opinion, including perceptions of self-as-student, perceptions of teachers, social perceptions, and overall school attitudes were measured for the 278 subjects in the three groups. In addition, the overall attitudes of the disadvantaged group toward vocational education and instructors' rating of their progress in vocational classes were collected. Nine research questions probing inter-group relationships and within-group relationships for attitudes held by students in the quality programs were utilized to structure the study. Data were analyzed by use of a variety of univariate and multivariate statistical models. Special needs programs in Mississippi were found to be associated with development of more positive attitudes in disadvantaged students. Disadvantaged students in quality programs expressed more positive attitudes toward their vocational studies than were observed for regular vocational students. They also exhibited a profile of attitudes more like those of regular vocational students and less like those of disadvantaged youth in non-vocational studies. (LAS)

ED 134 800 08 CE 009 907

Ehresman, Norman D. Vincent, Roger D.

A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—498AH50098

Pub Date Aug 76

Grant—G007500388

Note—116p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Exploration, *College School Cooperation, Comprehensive Programs, Cooperative Education, Educational Coordination, Educational Research, Experimental Programs, Grade 9, Junior High Schools, *Junior High School Students, *Occupational Guidance, Program Descriptions, Program Evaluation, Student Attitudes, *Vocational Development, *Work Experience Programs

Identifiers—Career Maturity Index, Kentucky (Bowling Green), School Sentiment Index

Comprehensive work experience and vocational guidance activities were established at the middle school level and their effects on career maturity and attitudes toward school of ninth graders were tested. The project was conducted at the Bowling Green Junior High School (Kentucky) during the academic school year of 1975-76. (The school supports a comprehensive K-12 career education program; results of the study should not be generalized to school settings that do not offer a career oriented curriculum.) Experimental variables in the research design were the guidance oriented work experience component and the Life Career Development System (LCDS). The work experience component was conducted entirely on the Western Kentucky University campus. The LCDS was conducted in the junior high school utilizing joint university and public school teacher facilitation efforts. The Career Maturity Inventory (CMI) and the School Sentiment Index (SSI) were administered to all experimental and control subjects. Data was collected and reported from sponsors, students,

parents, and teachers. Conclusions and recommendations were made based on empirical findings, programmatic results, and subjective observations. In general the study was viewed as a success, the major recommendation being that decisionmakers and curriculum specialists at State and local levels strongly consider implementation of career work experience programs for the junior/middle school as a major vehicle for sound curricular decisionmaking on the part of students. Appendixes comprise approximately one half of the document and include the teacher information sheet, parent information letter and permission slip, sponsor contracts, sponsor information sheet, School Sentiment Index, advisory committee abstract, agenda, and membership, third party evaluation/comprehensive guidance and work experience, and third party evaluation/LCDS. (TA)

ED 134 801 08 CE 009 909

Suver, J. Allen And Others

Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report.

Bellevue Community Coll. Wash.; Bellevue Public Schools, Wash.; Washington Univ., Seattle. Bureau of School Service and Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington Research Coordinating Unit for Vocational Education, Olympia.

Bureau No.—76-315-NN

Pub Date 15 Jul 76

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Advisory Committees, *Articulation (Program), *Career Ladders, *Career Opportunities, Child Care Occupations, Child Development, Clerical Occupations, College School Cooperation, Community Colleges, Curriculum Design, Educational Coordination, Health Occupations Education, *Information Dissemination, Medical Education, *Models, Nursing, Occupational Information, Office Occupations Education, Post Secondary Education, Program Development, Regional Cooperation, Secondary Education, Secondary Schools, Technical Institutes, *Vocational Education

Identifiers—Washington, Washington (Seattle)

A curricular articulation project was developed and conducted as a coordinated effort among ten school districts, two vocational-technical institutes, and three community colleges, comprising a regional area north and east of the city of Seattle. The purpose of the project was to test the feasibility of developing and conducting an articulation planning effort involving secondary schools, vocational-technical institutes (VTIs), and community colleges. A steering committee consisting of the vocational directors of each school district, VTI, and community college worked with the project director to develop and conduct the study. A survey of vocational course effort and current enrollments was conducted to identify and compare, on a common basis, program profiles among the three types of institutions. Based on this information, three subject areas were identified for curricular exploration and development by instructors from each of the three institutional levels. These areas were child development; business and office (secretarial, clerical); and health professions (nursing, health office support). Twenty-four instructors met in a series of workshops and developed career ladders, sample job titles, entry pay levels, and competency checklists for each step on the identified career ladders. Information was then developed which would be suitable for inclusion in advising brochures identifying institutions offering training for the various steps on the career ladders. (The career ladders and other occupational information, including that developed for the brochures, is appended.) (Author/HD)

ED 134 802 CE 009 911

Fallstrom, Charles M.

The Changing Secondary Education Scene: Implications for Vocational Education Research and Development. Occasional Paper No. 22.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date Nov 76

Note—11p.

Available from—Center for Vocational Education, Ohio State University, Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Career Awareness, Changing Attitudes, Educational Change, Educational Research, *Educational Trends, High School Curriculum, Program Improvement, *Secondary Education, Speeches, Trend Analysis, Vocational Counseling, *Vocational Education

Half of this paper is the text of a lecture based on the author's philosophy of career education and stimulated program development, which he indicates was formulated during years of rapid change in our high schools. From his experiences as principal and instructional leader he draws conclusions regarding (1) common learnings which remain the heart of the curriculum (communication skills, quantitative skills, and the American heritage, history, and culture), (2) the need for career awareness programs to be a part of the curriculum from K-12, and (3) the need for community-advisory councils established to assist in planning and implementing programs in career awareness, consumer awareness, and vocational entry-work skill programs. The second half of this paper consists of the author's answers to five questions from the audience of educational research and development personnel. (HD)

ED 134 803 CE 009 912

Bottoms, James G.

Implications of the New Vocational Education Legislation for Program Research and Development. Occasional Paper No. 23.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date Dec 76

Note—13p.

Available from—Center for Vocational Education, Ohio State University, Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, Educational Change, *Educational Development, *Educational Legislation, Educational Policy, *Educational Research, *Federal Legislation, Federal Programs, Management, Occupational Guidance, Program Improvement, Speeches, *Vocational Education

Half of this paper is the text of a lecture based on the author's observation regarding the structure, nature, and emphasis of vocational research activities as affected by the Education Amendments of 1976. Focus is on consolidation, program improvement, low risk activities, research and development emphasis, and vocational research and development as a vocational subsystem. Specific areas in which vocational education research and development are to direct attention are also discussed: Populations, staff concerns, management elements, and career guidance as an area of emphasis. The second half of the paper consists of the author's answers to 10 questions from the audience of educational research and development personnel. (HD)

ED 134 804 CE 009 913

Gibson, Robert L. Mitchell, Marianne H.

Identification of Effective Concepts and Practices in Placement and Follow-Up Services and Incorporation into Pre and/or Inservice Training of Local Personnel to Implement Local Placement and Follow-Up Efforts. Technical Report.

Indiana Univ., Bloomington. Dept. of Counseling and Guidance.

Pub Date Feb 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Counselor Role, Counselor Training, Employment Counselors, Guidance Functions, Guidance Services, *Job Placement, Post Secondary Education, Program Design, *Program Effectiveness, Secondary Education, State Surveys, *Student Personnel Services, *Student Placement, Success Factors, *Vocational Followup

Identifiers—Indiana

A study was conducted to identify placement and followup practices common to successful programs, and to strengthen those aspects of pre-and/or inservice training which prepare local counseling and guidance personnel to function more effectively in implementing local placement and followup efforts. A total of 3,218 schools from 26 states were initially surveyed. Detailed data were collected from 130 of these schools or school systems. Followup visits were made to 11 of these. Additionally, information gathering visits were made to three State Departments of Public

Instruction. Review of the data collected from these sources indicates that school placement and followup programs, regardless of size or setting, still place more emphasis on curricular and college placement and followup than on employment placement and followup. The more successful placement services seemed to proceed by (1) appointing advisory committees; (2) undertaking surveys of student needs and employment opportunities; (3) communicating the program to students, parents, and employers, as well as to school faculties; and (4) organizing and administering the actual placement and followup of students. It was found that the majority of those responsible for employment placement had little specific training and often limited experiences relevant to this activity. A placement handbook entitled "A Guide to Developing School Based Placement and Follow-Up Programs" was prepared and distributed. (TA)

ED 134 805 08 CE 009 915
Herschbach, Dennis R., Comp. And Others
Cooperative Work Experience. An Annotated Resource Guide.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 75

Note—219p.; For a related document see CE 009 916

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Annotated Bibliographies, Career Awareness, Career Exploration, Careers, *Cooperative Education, Instruction, Instructional Materials, Program Administration, Resource Guides, *Resource Materials, Secondary Education, Skill Development, Teacher Improvement, Vocational Counseling, Vocational Development, Vocational Education, *Work Experience Programs

Designed to aid the teacher coordinator in finding current and readily available resource materials relating to program operation and instruction in cooperative education programs, this guide lists over 500 items with abstracts intended to assist the reader who may be looking for ideas, information, or instructional aids. The guide is organized into three parts. Part 1 lists resources dealing with program operation under the categories of program administration, classroom management and instruction, and counseling and career awareness. There is also a section on selected research relating to cooperative work experience. Part 2 lists instructional resources for use by the coordinator with students under headings of career exploration, job entry and adjustment, personal adjustment, and job training. Items in the job training section are subdivided into 28 occupational categories. Part 3 contains addresses of the publishers and film distributors plus additional sources of information. (A supplemental guide, "Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped," is also available.) (HD)

ED 134 806 CE 009 916
Herschbach, Dennis R., Comp. And Others

Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 76

Note—146p.; For a related document see CE 009 915

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Annotated Bibliographies, Basic Skills, Career Awareness, Cooperative Education, *Handicapped Students, Job Skills, Program Development, Resource Materials, Secondary Education, Skill Development, Vocational Adjustment, *Vocational Education, *Work Experience Programs

This annotated resource guide designed to aid the vocational teacher of the handicapped contains over 300 citations, each with a short abstract. The resources are listed under seven major categories: (1) Aids for Educators lists 31 citations that relate to the teaching of specific handicapped groups, such as the mentally retarded or deaf, and a number of resources for general use

with handicapped students as well as materials which will provide a theoretical and conceptual background for many of the problems encountered by the student. (2) Home and Community Resources (32 abstracts) includes items that should aid the teacher in developing a link between the school and the home and community. (3) The Life Skills section (78 abstracts) covers a wide number of life situations that are commonly encountered by the young adult ("coping skills" such as how to use credit, insurance, and banking services). (4) Related Skills is divided into two parts—resources relating to the development of basic language arts skills, (20 abstracts) and resources relating to the development of basic math skills (15 abstracts). (5) Career Awareness includes 35 citations that provide a variety of career exploration activities and materials for different student groups. These materials are suited for both group and individual instruction. (6) Job Entry and Adjustment includes 55 abstracts of materials designed to help students successfully enter and hold a job. Such topics as the interview, work attitudes, job safety, getting along with co-workers, and the pay check relate to nontechnical skills necessary for succeeding on the job. (7) Job Training includes 118 citations that relate to skill training in a number of selected occupational areas. These materials have been developed for use with handicapped students or their teachers. They are alphabetized by title within 24 occupational areas. The materials included in this section can be used to supplement on-the-job training either by outside self-study or in-class related work. Sources of additional resource materials and addresses of publishers and film distributors are included. (HD)

ED 134 807 CE 009 926

Pincus, John Pascal, Anthony H.

Education and Human Resources Research at Rand.

Rand Corp., Santa Monica, Calif.

Report No.—P-5748

Pub Date Jan 77

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Finance, Educational Policy, Educational Principles, *Educational Research, Educational Technology, Equal Opportunities (Jobs), Higher Education, *Human Resources, Interdisciplinary Approach, Manpower Development, *Policy Formation, Public Policy, Racial Integration, Relevance (Education), Research Methodology, *Research Projects, *Research Reviews (Publications), Research Utilization, Social Discrimination, *Social Science Research, Welfare, Welfare Problems

Identifiers—*Rand Corporation

Research projects are reviewed which are representative of the Rand Corporation's education work as it affects policy, management, and research methods. Significant characteristics or results of the projects and studies are briefly described under general categories of education studies and human resources research. Education studies are grouped under the following headings: How Well Do New Approaches Work? How Do Educational Organizations Function? School finance: Problems and Remedies; Schooling, Desegregation, and Discrimination; and Other Studies (Higher Education, Education of the Handicapped, Educational Technology, and Management and Research Policy). Human resources research is discussed and recent projects are reviewed under these headings: Education and Work, Analysis of Educational Personnel Systems, and Research on Welfare Problems. Earlier human resources studies are described under three topics: Equal Opportunity, Employment and Labor Markets, and Welfare. The final section discusses what was learned about education and about human resources policies. A 90-item bibliography lists the project reports. (TA)

ED 134 808 CE 009 930

Morrison, Peter A. Wheeler, Judith P.

Working Women and "Woman's Work": A Demographic Perspective on the Breakdown of Sex Roles.

Rand Corp., Santa Monica, Calif.

Report No.—P-5669

Pub Date Jun 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Demography, *Employment Patterns, Employment Trends, Family (Sociological Unit), Family Status, *Family Structure, Feminism, Housewives, *Sex Role, Sex Stereotypes, Social Attitudes, Social Change, Sociocultural Patterns, Trend Analysis, Work Attitudes, *Working Women

This paper examines several recent demographic trends that furnish insights into changing views of women's roles and family arrangements among young people: (1) The rising proportion of women (especially wives with young children) in the labor force, (2) their increasing representation in traditionally "male" occupations, (3) later age at first marriage, (4) the increasing incidence of "non-family" living arrangements, and (5) the decline in family size expectations. These trends indicate a weakening of sex-role stereotypes and greater flexibility in family living arrangements. The present younger generation has been steeped in ideas of sexual equality and in turn promotes them. This change may eventually stimulate the development of a whole new industry—the housework industry—and the dawning of "woman's work" thanks, ironically, to women working. (Authors)

ED 134 809 CE 009 940

Tetzlaff, Mary K.

S.O.S.: Success Oriented Service.

Triton Coll., River Grove, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Disadvantaged Youth, Educationally Disadvantaged, Guides, *Handicapped Students, Individual Instruction, Inservice Teacher Education, Junior Colleges, Program Descriptions, *Program Development, Resource Guides, Resource Materials, Special Programs

Identifiers—Illinois, Triton College

Developed as part of an effort to serve disadvantaged and handicapped students at Triton College (a community college), this handbook is designed to (1) acquaint faculty, and other educators, with a grant project at the college, (2) increase faculty and educators' awareness of the needs of disadvantaged and handicapped students, and (3) to expand the knowledge of faculty members and educators regarding resources, services, and techniques available for disadvantaged and handicapped students. This handbook is also intended as a method of communicating with a very large number of faculty, the majority of which are part-time. Problems and needs of Triton College (Illinois) in particular are focused on, enabling the handbook to be used as a basis of inservice. Specific sections include (1) Definitions and Referral, (2) Campus Resources, (3) Professional Development Materials, and (4) Awareness Activity. (Author)

ED 134 810 CE 009 950

To Amend Certain Federal Statutes to Enhance the Effectiveness of Job Training Programs in Penal Institutions. Hearing before the Subcommittee on Labor Standards of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 76

Note—87p.; Second Session on H.R. 2715, to allow the distribution in interstate commerce of goods produced by prison inmates who are paid not less than the prevailing minimum wages as determined for purposes of the Walsh-Healey Act

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Correctional Education, *Corrective Institutions, *Federal Legislation, *Job Training, Labor Standards, Marketing, *Minimum Wage, *Prisoners, Program Effectiveness, *Program Improvement, Vocational Rehabilitation, Wages

A hearing before the subcommittee on labor standards was held to receive testimony on a bill, H.R. 2715, to amend Federal statutes to improve the effectiveness of job training programs in penal institutions. H.R. 2715, sponsored by Congressman Albert H. Quie of Minnesota, would permit the distribution in interstate commerce of

goods produced by inmates who are paid not less than the prevailing minimum wages. Congressman Quie stated that the objectives of the bill are to provide prisoners with vocational training in fields which exist outside of prison and to pay them wages for the goods produced. Minnesota and other States are setting up prison work programs wherein private industry operates production components in correctional institutions and hires inmates as their work force. Such programs have been limited by the restriction of interstate sales of prisoner-produced goods because of unfair competition with private companies. The minimum-wage provision in H.R. 2715 would permit competitive wages and improve the marketability of the products. The higher wages paid to the prisoners would improve their motivation, productivity, and finances when released. This document includes the text of H.R. 2715, statements of Congressman Quie and persons involved in the Minnesota Prisons Work Program, and other prepared statements and supplemental materials. (MF)

ED 134 811 CE 009 952

Elementary and Secondary Career Education Act of 1976. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 11023 to Authorize a Career Education Program for Elementary and Secondary Schools, and for Other Purposes. Hearings Held in Washington, D. C. February 2, September 13 and 20, 1976.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 76

Note—222p.; Hard copy not available due to small print type throughout document

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, Attitudes, *Career Education, *Educational Legislation, *Educational Needs, Educational Planning, Educational Policy, Educational Problems, Elementary Secondary Education, Federal Aid, *Federal Legislation, Federal Programs, Opinions, Post Secondary Education, State Programs, Teacher Attitudes

Identifiers—*Elementary Secondary Career Education Act

The full texts of all prepared statements and supplemental materials presented during three days of hearings (second session) held on H.R. 11023 are contained in this document. Statements are made by (1) State coordinators of career education, (2) program directors, teachers, and representatives from State universities and local schools, and (3) representatives from Federal agencies, State and national advisory councils, and various business organizations. The statements, letters, and supplemental material present national, local, and institutional concerns regarding increased emphasis in elementary and secondary schools on job awareness, exploration, decisionmaking, and planning. (TA)

ED 134 812 08 CE 009 974

"Options in Education." Career Education. Program No. 61. January 17, 1977.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW). Washington, D.C.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Attitudes, *Career Education, Discussion Programs, Educational Alternatives, Educational Needs, *Educational Policy, Educational Radio, *Relevance (Education), *School Industry Relationship, Work Attitudes

Career education is the focus of this transcript of an electronic weekly magazine devoted to coverage of news, features, policy, and people in the field of education. This program transcript incorporates studio interviews with Sidney P. Marland, Jr. (who was U.S. Commissioner of Education in 1971, and coined the term "career education"); Kenneth Hoyt (Office of Career Education); George Weber (Council for Basic Education); George Butsike (United Steel Workers of America); Eugenia Kemble (American Federation of Teachers); and Reese Hammond (International Union of Operating Engineers). Discussion covers definitions of career education and business and labor attitudes toward concepts and practices of career education. Also, Richard Terrell of General Motors is interviewed; views from a teachers' meeting on career education are presented; and Congressman Carl Perkins of Kentucky discusses his reasons for supporting career education. A review of the pamphlet, "Liberal Arts in Career Education—A Look at the Past and the Future," concludes the program. (TA)

ED 134 813 CE 009 978

An Analysis of Tasks Performed by District Supervisors of Trade & Industrial Education in Alabama.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery. Report No.—RCU-A-76-018

Pub Date 1 Dec 76

Note—215p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administration, *Administrative Personnel, *Job Analysis, Leadership, *Role Perception, School Districts, Secondary Education, Supervision, *Supervisory Activities, Supervisory Methods, Task Analysis, Task Performance, Trade and Industrial Education, *Vocational Directors

Identifiers—Alabama

The purpose of the study was to define and describe the role of the district supervisor of trade and industrial education as perceived by the district supervisor and by the clientele that he/she serves (day trade instructors, coordinators, and local vocational administrators). The scope of the study was limited to trade and industrial education at the secondary level. Descriptive survey research method was used. Forty-five supervisory tasks were selected by two juries of experts for inclusion on the instrument. Each task was assigned to one of four areas of supervision by a second jury of experts. Respondents were asked to rate the importance of each of the tasks and the frequency with which each was performed. The population consisted of 8 district supervisors, 107 coordinators of trade and industrial education, 215 day trade instructors, and 65 local vocational administrators. Results showed a high level of agreement among all groups as to the way they ranked the importance of and frequency of tasks of the district supervisor. District supervisors tended to rate the tasks as being more important and performed more frequently than did any other group. Transmission of information between the State department of education and local programs of trade and industry was perceived by the district supervisor and his reference groups as among his/her most important duties. No group considered preparation of reports and written materials among the most important tasks, even though it was thought to be one of the most frequently performed. Seen as among the most important tasks of the district supervisor was providing leadership and assistance in the improvement of teaching techniques and informing teachers of new developments in equipment and resources. Recommendations are given, and the task list with complete data analysis is included. (LAS)

ED 134 814 CE 009 985

Stephenson, Robert W. Burkett, James R.

On-the-Job Training in the Air Force: A Systems Analysis. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.; Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-75-83

Bureau No.—62703F; 11210502

Pub Date Dec 75

Contract—F41609-72-C-0036

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, Administrative Policy, Administrator Attitudes, Administrator Role, *On the Job Training, Program Attitudes, *Program Effectiveness, Program Evaluation, *Program Improvement, Record Keeping, Staff Role, Staff Utilization, Supervisors, Surveys, Systems Analysis, Trainees

Identifiers—Air Force, United States

A systems analysis of the Air Force On-the-Job-Training (OJT) System was conducted to describe its operation, structure, requirements, and functions, and to develop new or improved methods and alternatives for evaluating the effectiveness of OJT programs. Seven major command headquarters locations were visited for the purpose of discussing possible ways of improving the system with OJT staffs and to discuss plans to make site visits to field-activity locations. The staffs were asked to comment on plans for field activity questionnaires and to evaluate preliminary ideas for improving OJT programs. A number of base-level field-activity locations were then visited. An analysis was made of OJT policies and procedures at each location. Ways of improving the OJT program were discussed with OJT administrators and work-center superintendents. Questionnaires were criticized and refined by small groups of work-center superintendents, OJT administrators, and trainees. On later site visits, some data was gathered using these questionnaires. Seventeen problem areas were identified during the visits and conferences. The nature of each problem area was defined, in part, by reactions of work-center superintendents and OJT administrators to specific suggestions for improving the Air Force OJT program. Three complete revisions were made and 75 recommendations were under consideration when the field-activity visits ended. Additional information about problem areas was obtained by analyzing survey data collected by the Air Force OJT Advisory Service in their 1973 survey of 1,592 OJT supervisors and 1,580 trainees. Thirty tentative conclusions were drawn. Specific recommendations for program changes were made, including recommendations for field tests and surveys to validate those conclusions that require additional information prior to wide-scale implementation. The specific conclusions and related recommendations, along with individual priority ratings, are included in the report. (LAS)

ED 134 815 CE 009 990

Physician Assistant. Curriculum Resource Document. Volume I: Role Delineation. Final Report. American Academy of Physicians' Assistants, Arlington, Va.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date Dec 76

Contract—HRA-231-75-0209

Note—62p.; For a related document see CE 009 991

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Curriculum Development, Instructional Programs, Job Analysis, *Job Skills, Medical Education, *Occupational Information, *Physicians Assistants, *Primary Health Care, Resource Materials, *Task Analysis, Technical Education

Both the project report and the resultant role delineation for entry level physician assistants are included in this first volume of a two-volume report of a study which had two major purposes: (1) To further develop a role delineation for the assistant to the primary care physician and (2) to provide an educational resource for those involved in training physician assistants. An introductory section describes the activities: Scope of work, methodology, people involved, list of physician assistant programs surveyed, and the two products (role delineation and curriculum resource guide.) A second section considers in more detail the methodology, future work, and components of role delineation. The last half of the document consists of the role delineation which was developed: the minimum basic major and specific responsibilities and competencies for the entry level physician assistant. (Volume II is the curriculum resource guide which was developed based on the role delineation.) (LAS)

ED 134 816 CE 010 018

Booth, George, Comp.

The Implementation of Career Education through the Mesa Center for Career Development. Mesa Public Schools, Ariz.

Pub Date Mar 75

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Education, Contingency Management, *Delivery Systems, Elementary Secondary Education, Evaluation Criteria, *Information Utilization, Inservice Programs, Program Descriptions, *Program Development,

*Program Effectiveness, Program Planning, Resource Centers, Staff Role, Teacher Improvement
Identifiers—*Arizona (Mesa)

Efforts of the Center for Career Development (Mesa, Arizona) to compare various strategies for promoting available career education materials and services in the Mesa Public Schools (to determine which strategies are more effective in increasing utilization of career education resources) are described. After identifying the career education resources available, the project's method for assessing resource implementation and/or use is discussed under the headings Target Population, Resource Personnel, and Sequences of Events (Overview, Planning Phase, Operational Phase, and Modifications). Project efforts resulted in the Career Service Delivery System, which is discussed in the section, Utilization/Participation Program. This section covers initial contact strategy, staff development strategy, promotional resources strategy, and contingency management strategy. The final section discusses how data collected from the project will be recorded and analyzed. Appendixes contain the following: Log of career education events; utilization/participation program strategies; initial contact methods; participant responsibilities; types, recipients, and frequency of communications; and evaluation criteria and school descriptors. (TA)

ED 134 817 CE 010 038

Dixon, Marjorie C.

Office Occupations' Curriculum for the Male Community College Student.

Pub Date Dec 76

Note—146p.; Master's Thesis, University of San Francisco

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Business Education, *Clerical Occupations, College Curriculum, Community Colleges, Curriculum Evaluation, Curriculum Research, *Employer Attitudes, Employment Opportunities, Junior Colleges, *Junior College Students, *Males, Masters Theses, Needs Assessment, *Office Occupations Education, Office Practice, Sex Stereotypes, *Student Attitudes, Surveys, Vocational Interests
Identifiers—California (Alameda)

The research reported in this master's thesis was undertaken to determine whether a need exists for an office occupations curriculum for male students and, if so, to propose such a curriculum. Male students at the College of Alameda, California, were surveyed for expressed interest in office occupational employment, with certain demographic data as indicators which could be useful in identifying potential enrollees for the proposed curriculum. A review of the literature indicated that there is both a market for qualified male applicants in office occupations and a need for a curriculum to attract and train them. In the student survey more than 75% of the sample showed interest in the proposed curriculum. Course content for clerical occupations for male community college students is outlined, along with philosophy, objectives, task categories, and materials. Potential employers in the Alameda area, surveyed as to their willingness to hire male clerical employees and also for their evaluation of the proposed curriculum, overwhelmingly evaluated the curriculum as effective training. The need for an interest in an office occupations curriculum for males at the community college level was therefore supported and further, the proposed curriculum was considered to be successfully validated. The thesis includes statistical data from the study, the student and employer questionnaires, and the proposed curriculum. (MF)

ED 134 818 CE 010 040

Frost, Harold J. Steingress, Frederick M.

Stationary Engineering. Science Manual-2.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—ST-190

Pub Date Jan 77

Note—392p.; For a related document see CE 010 041

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$5.00 plus postage)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Engineering, *Engineering Education, Instructional Materials, *Science Activities, Science Curriculum, Senior High Schools, Textbooks, *Trade and Industrial Education, Vocational Education

Identifiers—*Stationary Engineering

This second-year student manual contains 140 brief related science lessons applying science and math to trade activities in the field of stationary engineering. The lessons are organized into 16 units: (1) Introduction to Stationary Engineering, (2) Engineering Fundamentals, (3) Steam Boilers, (4) Boiler Fittings, (5) Boilerroom System, (6) Feed-Water Accessories, (7) Steam Accessories, (8) Fuels, (9) Combustion Accessories, (10) Combustion, (11) Boiler Plant Instruments, (12) Boiler Water Conditioning, (13) Compressed Air System, (14) Electrical Systems, (15) Operation, and (16) Service and Maintenance. Each lesson includes objectives, textual information (sometimes including diagrams or other illustration), list of references, and assignment(s). (Lesson plans for the teacher are in a separate volume, "Stationary Engineering. Science 2. Teachers Guide.") (HD)

ED 134 819 CE 010 041

Frost, Harold J. Steingress, Frederick M.

Stationary Engineering. Science 2. Teachers Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—ST-191

Pub Date Feb 77

Note—152p.; For a related document see CE 010 040

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Engineering, *Engineering Education, Lesson Plans, *Science Activities, *Science Curriculum, Senior High Schools, Teaching Guides, *Trade and Industrial Education, Vocational Education

Identifiers—*Stationary Engineering

This teachers guide to be used with the second-year student manual, "Stationary Engineering Science Manual-2," contains 140 lesson plans, corresponding to the lessons in the student manual. The lessons are brief and each involves concrete trade experiences where science is applied with 26 lessons also involving mathematical problems used in the respective trades. Lessons are organized into 16 units: (1) Introduction to Stationary Engineering, (2) Engineering Fundamentals (3) Steam Boilers, (4) Boiler Fittings, (5) Boilerroom Systems, (6) Feed-Water Accessories, (7) Steam Accessories, (8) Fuels, (9) Combustion Accessories, (10) Combustion, (11) Boiler Plant Instruments, (12) Boiler Water Conditioning, (13) Compressed Air System, (14) Electrical Systems, (15) Operation, and (16) Service and Maintenance. Each lesson plan lists objectives, aids, teaching procedures, notes on content, summary and testing, and appropriate assignment number in the student manual. (HD)

ED 134 820 08 CE 010 043

Havens, Cheryl C.

Articulation for Allied Health. Final Report. Omnibus Dissemination Project.

Kentucky Research Coordinating Unit, Lexington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—37-475-101-0

Pub Date 76

Note—130p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Articulation (Program), Career Ladders, Certification, Credits, *Curriculum Design, Degree Requirements, Educational Certificates, Health Occupations, *Health Occupations Education, *Medical Assistants, Medical Laboratory Assistants, Medical Technologists, *Models, Post Secondary Education, Secretaries, State Programs, State Universities, Vocational Education

Identifiers—*Kentucky

There exists in health occupations education, two types of educational institutions. One type prepares students for a certificate, and the other for a degree. The objective of the Articulation

Project for Allied Health was to establish and document a procedure by which students with technical certificates could receive college credit, recommending the most logical and educationally sound method of accomplishing credit transfer with minimal loss of credit. The methodology involved in the project was to assimilate accumulated data and recommendations and to conduct interviews with professionals involved in the various fields of study. The professions chosen for this study were (1) certified laboratory assistants, (2) radiologic technologists, (3) certified operating room technicians, and (4) certified respiratory therapy technicians. A fifth area, that of medical secretary/medical assistant, was also examined and though a model could not be developed, an assessment was made of the various degree and non-degree programs in Kentucky with regard to the development of a career ladder. The quality of instruction required for AMA (American Medical Association) national accreditation of programs was considered a basis for evaluation of vocational program essentials. Beyond determining program essentials, specific procedures by which credit could be awarded to graduates of vocational-technical health occupations programs was delineated in the project. (A description of major activities and summary of the program articulation models for the five professions are included in the report.) (HD)

ED 134 821 08 CE 010 050

Hoyt, Kenneth

Career Education Implications for Counselors. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01619-2, \$0.55, minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, *Change Strategies, Concept Formation, Cooperative Planning, *Counseling Goals, Counselor Characteristics, *Counselor Functions, *Counselor Role, Counselor Training, Educational Needs, Guidance Counseling, Guidance Objectives, Higher Education, Job Placement, *Occupational Guidance, Student Placement

The set of four papers contained in this monograph focus on the counselor's importance in implementing a career education effort. The first paper, "Career Education: Challenges for Counselors," proposes a set of suggested changes in role and functions for school counselors. While covering a wide range of activities, it centers attention on the key importance of the counselor as a member of the career education "team." The second article, "Career Education and Counselor Education," addresses the problem of finding and focusing on an appropriate response to career education on the part of counselor education. A number of alternative actions counselor educators might consider for collaborating with career education are suggested. In the third article, "Career Guidance, Career Education, and Vocational Education," an attempt is made to conceptualize differences among these three concepts. The paper suggests that, while career education needs professional counselors, it is neither a synonym nor a substitute for career guidance. The final paper, "The Role of Career Counseling and Placement in the College and University," addresses counseling in the college and university setting. General implications for change are discussed. (TA)

ED 134 822 08 CE 010 053

Bender, Myron

Development of Instructional Materials for Industrial Arts Education in North Dakota. Final Report. Research Series No. 47.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—137p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Curriculum Design, Educational Philosophy, *Industrial Arts, Instructional

Materials, *Material Development, Occupational Clusters, Program Improvement, Secondary Education, *State Curriculum Guides, *Trade and Industrial Education, Vocational Education

Identifiers—*North Dakota

As phase 2 of the long-range plan to improve the teaching/learning process for industrial arts education in North Dakota secondary schools, a project was conducted to prepare curriculum materials vital to the implementation of the suggested curriculum structure outlined in phase 1. The project objective was to develop a draft copy of a curriculum guide for industrial arts education in secondary schools. Specific goals were (1) to determine the philosophical rationale for each of the five instructional areas outlined in the suggested master plan (insights into industry and technology, graphic communication, manufacturing, construction, and energy/power), (2) to establish objectives for conducting learning activities in each of the five areas, to identify and structure the body-of-knowledge for each of the areas, (4) to develop a common format to be used in the preparation of instructional units, and (5) to develop instructional units for each of the five cluster areas. The draft copy of the curriculum guide was printed and made available to selected teachers who will be field testing during the 1976-77 academic year within eight different school settings. The report briefly describes methods and procedures, findings and analysis, and conclusions and recommendations. Most of the report consists of appendixes including an outline of the format for the instructional materials; rationale, goals, and curriculum design for the program; and draft copies of the curriculum guides for each of the five instructional areas. (HD)

ED 134 823 08 CE 010 057

Blue, James L. And Others

Occupational Communications Skills Analysis. Final Report.

Washington State Commission for Vocational Education, Olympia.

Spons Agency—Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C.

Bureau No.—V0073VZ

Pub Date May 76

Grant—OEG-0-74-1726

Note—314p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Agricultural Occupations, *Communications, *Communication Skills, Curriculum Development, Curriculum Planning, Health Occupations, Job Analysis, *Occupational Information, Occupational Surveys, *Occupations, Office Occupations, Oral Communication, Research, *Skill Analysis, Technical Occupations, Verbal Communication, Vocational Education, Writing Skills

Since speaking, writing, listening and reading are used daily in the performance of virtually all jobs for which vocational training is available, a project was conducted with the following objectives: (1) To determine basic communication skills that are common to jobs in seven occupational fields, (2) to identify the basic communication skills needed for employee entry level competency, and supervisor level competency, and (3) to disseminate the project results. Employees and supervisors from 30 occupational clusters answered written questionnaires about the communications skills involved in sending communications and receiving communications. Skills were divided into ways of communicating, kinds of information, and effectiveness of communications. Job categories were selected on the basis of existing programs, projected programs, and an Employment Security list of projected needs. In general, it was found that questionnaire respondents relied heavily on oral communications for both sending and receiving communications on a job. Talking and listening to one person face-to-face was reported as the most frequent way of communicating. Communication curricula, based on a task analysis of the job, should be developed in all vocational fields and should emphasize the development of one-to-one, face-to-face talking and listening skills and informal writing skills. The bulk of this report consists of tables and graphs depicting results for the seven occupational groups as well as for individual occupations within those groups. Major occupational categories

are agricultural, business and office, distributive and marketing, health, home and family life, technical, and trade and industrial. Appendixes contain the questionnaires used with employees, supervisors, employee advisory groups, and supervisor advisory groups. (Author/HD)

ED 134 824 08 CE 010 065

Minding Your Own Small Business. Simulation Game 1.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9030

Note—196p.; For related documents see CE 010 065-068

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, *Career Exploration, Decision Making Skills, Instructional Materials, *Management Games, Marketing, Merchandising, Retailing, Senior High Schools, *Simulation, *Skill Development, Vocational Education

Identifiers—*Small Businesses

Designed as an integral part of a one-semester course in small business ownership and management for high school students, this first of two simulation games is intended to be introduced after the students have received a general introduction to the principles of small business ownership and management. The game is divided into two segments—Starting a Business and Running a Business. The first section emphasizes choosing a location; the second segment emphasizes recordkeeping and the effect of pricing. Each segment is intended to take four consecutive class periods to play with a break of up to two weeks between the segments. In the game the students start and run simulated businesses with the objectives of applying the principles they have learned in class and of developing decision-making skills. Included in the manual are teaching-learning objectives, the teacher's guide to daily lessons (complete instructions for preparation, materials, classroom setup, student activity, discussion, evaluation, etc.), and the complete game materials. (The teacher's manual for the course of which the game is a part is bound separately.) (TA)

ED 134 825 08 CE 010 066

Minding Your Own Small Business. Simulation Game 2.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9030

Note—347p.; For related documents see CE 010 065-068

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, *Career Exploration, Decision Making Skills, Instructional Materials, *Management Games, Marketing, Merchandising, Retailing, Senior High Schools, *Simulation, *Skill Development, Vocational Education

Identifiers—*Small Businesses

Designed as an integral part of a one-semester course in small business ownership and management for high school students, this second of two simulation games is intended to be introduced at the end of Unit 2, "The Market is People," and completed in Unit 3, "Dollars and Decisions." The game is divided into two segments—Starting a Business and Running a Business. The first segment, designed for six class periods, emphasizes making a business plan. The second segment designed for nine class periods, emphasizes continuous business planning. (The entire game focus is on the importance of marketing and financial planning in successful business management and the importance of participation in community and business organizations. The simulation experience is intended to assist the students in developing planning skills by providing an opportunity for them to make a plan, receive an evaluation of it, put the plan into effect, see the results of the plan, and revise the original plan in response to changing condition.) Included in the game manual are (1) the game description (overview, objectives, the game model, and evaluation of players' performance); (2) the teacher's guide to daily lessons (complete instructions for prepara-

tion, materials, classroom setup, student activity, discussion, etc.); and (3) the complete game materials. (The other game and the teacher's manual for the course of which the games are a part are bound separately.) (TA)

ED 134 826 08 CE 010 067

Minding Your Own Small Business. Teacher's Manual.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9030

Note—357p.; For related documents see CE 010 065-068

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, Career Exploration, Course Content, Curriculum Guides, *High School Curriculum, Instructional Materials, *Job Skills, Learning Modules, Management Games, Manuals, Marketing, Merchandising, Resource Guides, Resource Materials, Retailing, Secondary Education, Simulation, *Skill Development, Teaching Guides, Teaching Methods, Teaching Techniques, Vocational Education

The one-semester high school course in small business ownership/management for which this manual is designed is intended to easily articulate with both general and vocational education curricula. Focus of the course is on general management skills with opportunity to develop and practice problem solving, decisionmaking, and resource management. Included in the manual is the entire curriculum outline divided into content (the topic of each module, a brief summary of the content, and concepts and objectives) and process (estimated time to cover the content of the module, the particular teaching strategy used, and the preparation necessary to teach the module). The 35 modules are divided into four units: "The Sixteen Hour Day," "The Market is People," "Dollars and Decisions," and "Managing for Success." (Two small business simulation games which are an integral part of the curriculum, 23 class periods, are bound separately.) Also included in this manual are (1) sample evaluations for each of the units with questions of both an objective and subjective nature, (2) copies of all the student information sheets needed, (3) a list of references to other materials related to the content of each module, (4) a glossary of relevant terminology, and (5) an annotated bibliography covering the subject of small business. (TA)

ED 134 827 08 CE 010 068

Minding Your Own Small Business. Final Report.

Athena Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9030

Note—11p.; For related documents see CE 010 065-068

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business Administration, *Business Education, Business Subjects, *Career Exploration, Course Evaluation, Courses, *Curriculum Development, Management Games, Program Descriptions, Senior High Schools, Simulation, Teaching Methods, Vocational Education

Curriculum development efforts, pilot testing, and recommendations are described for a one-semester course on small business ownership and management at the secondary school level. The entire curriculum was developmentally tested on ten high school students. Revisions were made during and after each session based on student critiques and instructor observations. A pilot test of the curriculum was conducted in the fall of 1975 at a local area high school, which resulted in further revisions. Recommendations made include the following: (1) Implementation: This curriculum should be offered in secondary schools as part of general education programs, not exclusively as a "vocational" course, and preferably not limited to those interested in business or economics. It should be made available to all students, and its description in the course catalogues should make clear its generic nature. (2) Marketing: Given the interest in the curriculum expressed by State boards of education, directors of vocational programs, and secondary school teachers during curriculum development,

it is recommended that marketing efforts be directed toward disseminating the curriculum rather than creating a demand for it. (3) Pilot testing: The pilot test conducted was not of sufficient size from which to generalize about the curriculum's effectiveness and usability. Further testing is recommended to establish its validity for widespread use. (TA)

ED 134 828 08 CE 010 069
An Urban Career Education Project in the Mississippi Delta. Final Report.

Mississippi State Board for Vocational Education, Jackson.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V361085
Pub Date Jul 76

Grant—OEG-0-73-5275

Note—130p; Illustrations may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, *Career Education, *Career Exploration, Comprehensive Programs, *Curriculum Development, Elementary Secondary Education, Employer Attitudes, Inservice Teacher Education, Job Placement, Occupational Guidance, Parent Attitudes, Program Descriptions, Program Development, Program Effectiveness, Program Evaluation, Public Relations, *School Community Relationship, *School Industry Relationship, Teacher Attitudes, Urban Schools, *Vocational Development

Identifiers—Mississippi

The 3-year exemplary project whose overall objective was the establishment of comprehensive career-centered activities for grades 1 through 12, is described in this report. The introductory section presents a summary of the project which outlines goals and objectives and procedures (administrative structure, developing community support, awareness activities, exploration activities, preparation and guidance activities, postsecondary and adult activities, inservice training activities, and evaluation activities). The remaining six sections cover Problems, Goals and Objectives, Description of Project, Major Activities and Accomplishments, Third Party Evaluation, and (Project) Summary and Conclusions. The third party evaluation, which covers the majority of this report, contains data analysis on surveys conducted to gather opinions from teachers, students, parents, and businesspersons in the school district. Major conclusions presented in the evaluation are these: (1) Public relations efforts with business and industry were successful and parental and teacher involvement was more than adequate, (2) the career staff planned and organized appropriate career-related activities at all levels which resulted in higher scores concerning knowledge of careers for students participating in the career project (experimental groups) than for students not involved in a career project (control group), and (3) students in the experimental groups demonstrated a more positive attitude toward careers than did students in the control group. (TA)

ED 134 829 08 CE 010 070
Haaby, Gary L.

The Tennessee Exemplary Project in Career Education. Final Report.

Greeneville City Schools, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V361162

Pub Date 30 Jun 76

Grant—OEG-0-73-5284

Note—173p; For a related document see CE 008 028

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrator Attitudes, *Career Education, *Comprehensive Programs, Demonstration Projects, Educational Assessment, Elementary Secondary Education, Post Secondary Education, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Program Planning, School Community Relationship, Student Testing, Teacher Attitudes

Identifiers—*Tennessee

Covering the period of 1973-76, the Tennessee Exemplary Project in Career Education (TEPCE) was designed to develop a comprehensive career education program, in the Greeneville and

Greene County, Tennessee, schools. Objectives for each level in the educational program were established for the awareness (K-5), exploration (6-8), preparation (9-12), and placement (post-secondary) phases of the program. Results of student testing of some 95 project and control groups, utilizing the Crites Maturity Inventory (CMI), the Crites Competence Maturity Inventory (CCMI), the Gordon Occupational Check List (GOCL), the Tennessee Self-Concept Scale (TSCS), the Self-Observation Scale (SOS), and the Revised Westbrook Occupational Maturity Test, were mixed, but primarily were positive. Mean scores on the CMI, the CCMI, and the GOCL showed generally positive increases pre- and posttest (when compared to control groups), but SOS results were mixed. Subjective evaluation of TEPCE by teachers, administrators, students, and community were very positive. TEPCE offered training for staff, opportunities for staff growth through travel and program planning, a focal point of community involvement, and provided some opportunities and experiences for students that otherwise would not be available. Appendixes contain forms and materials used in the project. (TA)

ED 134 830 08 CE 010 071
Feirer, John L.

Metrication of Technical Career Education. Final Report. Volume I.

Western Michigan Univ., Kalamazoo. Center for Metric Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V257006

Pub Date Apr 76

Grant—OEG-0-72-1868

Note—414p; For a related document see CE 010 072

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Industrial Arts, *Instructional Materials, *Material Development, *Metric System, Post Secondary Education, Secondary Education, Teacher Educator Education, Teacher Seminars, Technical Education, Trade and Industrial Education, Transparencies, *Visual Aids, Vocational Education, Vocational Education Teachers

The purpose of this study is to help the industrial and vocational education fields to use the metric system, primarily in the area of industrial arts from the seventh through the fourteenth year. Specific objectives of the study were to evaluate the changeover to the metric system in other countries, to analyze selected occupations in technical areas to determine what measuring competencies would be affected by the conversion, and to develop a series of learning modules and related materials. Seven kits of materials—primarily transparency masters—were developed in major technical areas with the help of an international advisory board from major industries going metric. Regional and national seminars were offered to industrial teacher educators to acquaint them with metrics and the problems of converting their programs, and each industrial teacher education institution in the U.S. which prepares vocational and technical teachers was provided with a complete packet of the materials (included in Volume II of this report). Evaluation of the materials, made through followup study of all schools using the materials showed they were found to be useful. Included in the report are curriculum analyses for metric conversion for drafting, general metals, machine shop, woodworking, residential building construction, and graphic arts. Also included are a list of the institutions and individuals attending the teacher educator seminars, seminar course outline, and the educators' comments on the materials. (MF)

ED 134 831 08 CE 010 072
Feirer, John L.

Metrication of Technical Career Education. Final Report. Volume II.

Western Michigan Univ., Kalamazoo. Center for Metric Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V257006

Pub Date Apr 76

Grant—OEG-0-72-1868

Note—501p; For a related document see CE 010 071; Some charts will not reproduce clearly

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Building Trades, Drafting, Graphic Arts, *Industrial Arts, *Instructional Materials, Metal Working Occupations, *Metric System, Occupational Home Economics, Post Secondary Education, Secondary Education, Teacher Seminars, Teaching Guides, Technical Education, Trade and Industrial Education, Transparencies, *Visual Aids, Vocational Education, Vocational Education Teachers, Woodworking

This second volume of the metrication study report contains the instructional materials developed to help the industrial and vocational education fields to use the metric system, primarily in the area of industrial arts from the seventh through the fourteenth year. The materials are presented in three sections. Section 1, Going Metric in Industrial Education, includes metric materials for career education, for all students, for drafting, for metalworking, for graphic arts, and for woodworking and building construction. Also included are lists of tools and related materials. Section 2 contains materials for teaching metrics in home economics. Section 3 presents samples of instructional materials used during an in-depth metric seminar for industrial teacher educators. Most of the packets consist primarily of transparency masters and related outlines for the teacher. (The report of the metrication study including evaluation of these materials is in Volume I.) (MF)

ED 134 832 08 CE 010 076
Western Computer Assisted Placement Service.

Final Technical Report.

Baltimore County Board of Education, Md. Western Vocational-Technical Center.

Bureau No—V0269VZ

Pub Date 30 Sep 76

Grant—OEG-0-74-1647

Note—71p; For a related document see CE 010 077

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Planning, Computer Oriented Programs, Employment Services, *Job Placement, Job Search Methods, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, School Community Relationship, *School Industry Relationship, Secondary Education, Student Placement, *Vocational Counseling, Work Experience Programs

Identifiers—Maryland (Baltimore County)

Covering a 2-year period (1974-76), this project conducted in Baltimore County, Maryland, demonstrated that an area-coordinated placement service should be part of the educational program of a school system. Project objectives were to serve as a job locating service to junior and senior high school students, to provide employers with a single source of initial contact with potential employees in the project area, to gather and maintain current information on area job needs, to relieve job coordinators of some jobseeking functions, to improve placement of students, and to determine effective methods of evaluating placement efforts. To accomplish these objectives, the following activities were engaged: (1) Developing and staffing a job placement center with strategies for cooperating with existing placement and for interviewing students seeking employment, (2) coordinating contacts and communication with business and industry, and (3) computerizing the recordkeeping function of the center. A computer-based employment service was developed, made operational, and provided assistance to various categories of clients. Conclusions based on observation and data analysis centered around (1) advantages of an area job placement service within a vocational-technical center, (2) realism of objectives and extent to which they were met, and (3) factors affecting placement. The placement service was evaluated as successful by third-party evaluators and recommendations were made. This report includes a full description of the project. Appendixes contain forms, newsletters, and bulletins used in the project. (TA)

ED 134 833 08 CE 010 077
Western Computer Assisted Placement Service.

Job Placement Manual.

Baltimore County Board of Education, Md. Western Vocational-Technical Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0269VZ

Pub Date [76]

Contract—OEG-0-74-1647

Note—142p.; For a related document see CE 010 076

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Planning, Computer Oriented Programs, Employment Services, Guidance Programs, *Job Placement, Job Search Methods, Manuals, *Occupational Guidance, Organization, Program Descriptions, *Program Development, School Community Relationship, *School Industry Relationship, Secondary Education, Student Placement, *Vocational Counseling, Work Experience Programs

Identifiers—Maryland (Baltimore County)

Placement service rationale and organization of the Western Computer Assisted Placement Service (WCAPS) of Baltimore County, Maryland, are described in this manual. (The overall focus of WCAPS is to provide junior and senior high school students, through existing programs, a method of matching their career goals with an occupational setting where maximum growth will occur.) The manual consists of samples of forms and procedures used in working with students and counselors, procedures used in working with teacher-coordinators, materials and procedures for working with business and industry, other forms used in internal operation, pre-employment materials and procedures, and school public relations bulletins. (TA)

ED 134 834 08 CE 010 079

Fanning, Max Lange, Mildred

Determining Performance Levels of Competencies for Job Entry for Medical Assistants. Final Report.

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No.—14-004-151-226

Pub Date Jun 76

Note—132p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Articulation (Program), Certification, Clinics, Graduates, Health Occupations Education, Job Analysis, *Job Skills, *Medical Assistants, Occupational Surveys, Physicians, Post Secondary Education, Questionnaires, Senior High Schools, *Task Analysis

For a study of the basic competencies required by medical assistants, an instrument was developed listing 92 competencies and 9 cognitive domain statements. Respondents were asked their opinion on the level of importance and level of proficiency needed for job entry for each competency. Instruments were mailed to 100 physicians, 102 clinics, and 212 medical assistant graduates. Usable responses came from 34 physicians, 45 clinics, and 80 graduates. Results revealed a generalization in necessary skills needed by assistants in a solo or two-man office and more specialization needed by assistants in a clinic atmosphere. The survey also determined the level of proficiency needed to perform these tasks. The medical assistant must do more with less supervision in the smaller office than in the clinic. It is recommended that further study be done on the following: Mandatory certification or licensure, articulation between high school and VTAE schools concerning specific course offerings in high school to eliminate the need for them in the vocational school medical assistant curriculum, and the refining of present competency lists and of existing programs to keep pace with changes in the field. It is also recommended that physicians be encouraged to employ people with proper credentials to work on human beings and to promote advanced training for their employees. The report contains tables presenting the importance ratings and proficiency levels for each item in the competency list. Also included are copies of cover letter, followup letter, and instruments sent to physicians, clinics, and graduates. (LAS)

ED 134 835 08 CE 010 105

Jenkins, John D.

A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Volume I. Final Report.

Eastern Kentucky Univ., Richmond.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—F4-216VM
Pub Date Nov 76

Grant—OEG-0-73-5316

Note—126p.; For a related document see CE 010 106 ; Some tables may reproduce poorly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Education, Cooperative Planning, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Post Secondary Education, Program Administration, Program Descriptions, *Program Development, Program Evaluation, *School Community Relationship, *Staff Improvement, *Staff Role, *Vocational Development, Vocational Education

Identifiers—Kentucky, Kentucky (Fayette County)

The 3-year project was intended to provide for a systematic delivery of career development experiences within each of the three institutions involved—Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region—with central activity located in the Fayette County Schools. Major project themes centered on cooperative effort which would result in a comprehensive career development program for all students (K-14-). Project objectives focused on community involvement, career awareness, career exploration, career preparation, guidance and counseling, dissemination, and teacher education. During the first two years emphasis was directed at development of personnel (teachers, counselors, and principals) working at the four pilot schools. The second year was devoted to preparing coordinators to assume responsibility for the installation of career development in Fayette County. The third year was totally devoted to diffusion of career development activities to other schools, and preparation for continuation of project activities. This report provides a full description of the project and is divided into eight sections: Summary of Report; Problem; Goals and Objectives; Results and Accomplishments; Evaluation; Conclusion, Implications, and Recommendations; and Bibliography. (SH)

ED 134 836 CE 010 106

Jenkins, John D.

A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Final Report. Volume II.

Eastern Kentucky Univ., Richmond.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—F4-216-VM

Pub Date Nov 76

Grant—OEG-0-73-5316

Note—198p.; For a related document see CE 010 105

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrator Guides, Advisory Committees, *Career Education, Community Resources, Elementary Secondary Education, Learning Activities, *Program Planning, Resource Guides, Resource Materials, School Community Relationship

Identifiers—Kentucky, Kentucky (Fayette County)

This second volume, composed of four appendices, includes materials developed to aid in accomplishing the goals of a 3-year project in Kentucky designed to provide for a systematic delivery of career development experiences in the Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region. The four appendices are as follows: (1) Elementary School Self-Development Material (sample pages of learning activities); (2) Advisory Committee Materials; (3) Community Resource Guide (sample pages), which includes more than 300 entries of resources which can be used by teachers and contains aids for organizing guest resource people, field trips, and interviews; and (4) Principal's Handbook for Implementing Career Education, which is a planning package developed for systemwide implementation, continuation, and expansion of career education. (TA)

ED 134 837 08 CE 010 107

A School-Community Career Education Project.

Final Report.
Opelika City Schools, Ala.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—V361162
Pub Date Dec 76
Grant—OEG-0-73-5284
Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Curriculum Development, Elementary Secondary Education, Fused Curriculum, Inservice Teacher Education, *Occupational Guidance, Post Secondary Education, Program Descriptions, *Program Development, Program Evaluation, *School Community Relationship, *Staff Improvement, Teacher Workshops

Identifiers—Alabama, Alabama (Opelika)

The 3-year Opelika City (Alabama) School-Community Career Education Project sought to make career education central and not just an adjunct to the education program in Opelika schools. Development of the project was carried out through four phases: (1) Staff training and development, (2) curriculum development and revisions, (3) guidance, and (4) community coordination. A product-process evaluation strategy was used to assess the progress of the project during the 1975-76 school year. Evaluation showed that the project contributed to the development of a dynamic school system with a high degree of involvement in the curriculum development process by teachers and the community at large. Data reported from scores on the Coopersmith Self-Esteem Inventory, the California Achievements Tests, the Career Maturity Inventory (CMI), and CMI subtests showed that Opelika students scored significantly higher than national norm groups. Changes were also found in teachers' attitudes and skills as they fused career education concepts with regular school curriculum, in teachers' attitudes toward individualized instruction, and in the high degree of community support. Appendixes and attachments contain forms and materials used in the project and include junior and senior high school summer activities, guidelines for career education workshops, request forms, evaluation design for the project, career education questionnaire, and a list of instructional materials. (TA)

ED 134 838 CE 010 113

Career Education for Rural Georgians. Crisp and Liberty Counties, Georgia, 1975-76. Evaluation Report.

Missouri Univ., Columbia. Missouri Evaluation Projects.

Pub Date Dec 76

Note—279p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Career Choice, Career Education, Career Exploration, *County School Systems, Curriculum Development, Data Analysis, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Junior High Schools, Program Descriptions, *Program Development, Program Evaluation, *Rural Education, *Rural Schools, Student Development, Tables (Data), Vocational Interests

Identifiers—*Georgia, Georgia (Crisp County), Georgia (Liberty County)

This evaluation reports the 1975-76 project outcomes for career education projects in Crisp and Liberty counties in Georgia, which were initiated in 1972 with the purposes of (1) developing and operating rural demonstration centers in South Georgia, whose programs reflect a sequential education process, based on career education concepts, and (2) producing transportable strategies and materials needed for the middle/junior high school to bridge the gap in the sequential flow of career awareness and exploratory experiences. The report is organized in four sections: Overview of the Project (process description and evaluation), Evaluation Design, Outcome Results (achievement of objectives), and Evaluation Summary (general project conclusions, process summary and highlights, and general conclusions and implications). The appendices, covering approximately half the document, contain tables showing the results of the career education questionnaire, results of the project evaluation questionnaire, results of statistical analyses, and results of educational and career plans survey. (TA)

ED 134 839 08 CE 010 115

Feirer, John L.

Metric Conversion in Vocational Education. Final Report. Volume I of Two Volumes.

Western Michigan Univ., Kalamazoo. Center for Metric Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.—V0151VZ

Pub Date May 76

Grant—OEG-0-74-1661

Note—305p.; For a related document see CE 010

116: Several charts may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Audiolingual Methods, *Audiovisual Aids, Bilingual Education, *Carpenters, *Curriculum Design, Handicapped Students, *Instructional Materials, Instructional Technology, Language Instruction, Machine Tools, *Material Development, *Metric System, Reading Difficulty, Shop Curriculum, Units of Study (Subject Fields), Visually Handicapped, *Vocational Education

Identifiers—Carpentry

This first volume of a two-volume final report describes a project concerned with developing in-depth metric teaching units in the areas of carpentry and machine shop, preparing instructional materials to teach metrics in Spanish, and developing three-dimensional metric instructional materials and cassette tapes for persons with reading difficulties and sight handicaps. An introductory section describes procedures used in accomplishing the goals: (1) planning and consultation with specialists in the four areas, (2) development of the instructional material by consultants under the direction of the Director of the Center for Metric Education and Evaluation, and (3) evaluation of the materials developed for persons with reading difficulties and sight handicaps using other consultants with special competencies in evaluation. The remainder of volume I consists of an outline for developing a model of career education and the teaching-learning modules developed in the project for teaching metrics in carpentry (44 pages), in machine shop (28 pages), and in bilingual (Spanish) education (115 pages). (Volume II, bound separately, covers the materials for persons with reading difficulty and the sight handicapped and presents project conclusions.) (LAS)

ED 134 840

CE 010 116

Feirer, John L.

Metric Conversion in Vocational Education. Final Report. Volume II of Two Volumes.

Western Michigan Univ., Kalamazoo. Center for Metric Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V0151VZ

Pub Date May 76

Grant—OEG-074-1661

Note—226p.; For a related document see CE 010

115

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Audiolingual Methods, *Audiovisual Aids, Bilingual Education, *Curriculum Design, Handicapped Students, *Instructional Materials, Instructional Technology, Language Instruction, Low Ability Students, *Material Development, *Metric System, Reading Difficulty, Units of Study (Subject Fields), Visually Handicapped, *Vocational Education

This volume is the second half of a final report of a project concerned with developing in-depth metric teaching units in the areas of carpentry and machine shop, preparing instructional materials to teach metrics in Spanish, and developing three-dimensional metric instructional materials and cassette tapes for persons with reading difficulties and sight handicaps. The volume contains the metric instructional materials developed for persons with reading difficulties and sight handicaps including an article on metrics for the visually impaired, guidelines for developing learning kits to teach metrics to students with low aptitudes or reading difficulties, and a handbook on teaching metrics to the sight handicapped. Conclusions and recommendations from the total project, presented at the end of this volume, emphasize the following: All State and city courses of study in vocational education should be re-evaluated to determine the amount of metrics that should be included in each of these study areas. Plans should be made to provide curriculum makers with up-to-date information on metric standards. Inservice training is essential in a well-planned, coordinated effort of metric conversion in vocational education. Metric materials in foreign languages should be made available to those groups who can use them. Ample funds must be provided in all areas of vocational education to purchase measuring tools and conversion equipment. The metric kits developed for persons

with reading difficulty should be reproduced on a commercial basis. The three-dimensional material for persons with sight handicaps should be reproduced in quantity and made available at a low cost to all school programs for the blind. The most common weakness of most curriculum projects is the lack of adequate dissemination. There should be a followup study to refine and reevaluate the materials for persons with reading difficulty and for those with sight handicaps. (LAS)

ED 134 841

CE 010 120

Stevens, David W., Ed.

Occupational Employment Projections for Program Planning Purposes: Issues and Examples. Proceedings of a National Workshop-Conference (TWA Breech Training Academy, Overland Park, Kansas, July 10-11, 1975).

Spons Agency—Missouri Univ., Columbia.

Pub Date Jan 76

Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Classification, *Cooperative Planning, Data Collection, *Employment Projections, *Human Resources, Labor Force, Labor Market, *Manpower Needs, Manpower Utilization, Occupations, Program Administration, Program Development, *Program Planning, *Vocational Education

These conference proceedings (from tape transcription) cover eight major presentations plus roundtable and small-group discussions and workshop sessions and two background papers from a conference attended by producers and consumers of employment projections (Federal, State and local level administrators and technicians). Topics included are Accuracy Analysis, Accuracy Assessment; Illustrative State Employment Projection Activities; The Bureau of Labor Statistics Employment Projections Program; The Role of Direct Employer Contacts Changing Occupational Requirements; The Standard Occupational Classification System: A Future Issue in Planning; A Manpower Program Administrator's Views on Employment Projections in Planning; A Vocational Educator's Views on Employment Projections on Planning; Cooperation Between Whom? Planning for What? and Why Cooperation in Planning? The conference program and list of conference participants and their addresses are provided. Background papers on "Data Sources and Issues" and "The Need and Potential for Analytically Based Occupational Classification" also are included. (LAS)

ED 134 842

CE 010 139

Career Education. Community Resource Center.

Great Falls Public Schools, Mont.

Pub Date 76

Note—37p.; For a related document see CE 010

140

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Education, *Community Resources, Cooperative Programs, Elementary Secondary Education, Program Administration, Program Descriptions, *Resource Centers, Resource Guides, *School Community Cooperation, School Districts, *Vocational Development, *Volunteers

Identifiers—Montana, Montana (Great Falls)

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were (1) selection of a volunteer coordinator to direct the project, (2) a survey of teachers to determine the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others, (4) establishing a filing system and operating procedures, and (5) recruiting community resource persons to fill indicated needs for speakers. The specific objectives of the center are to help educators insure that each student is aware of the broad range of career options open to him/her in the world of work, to provide information to help the student make decisions concerning his further education and/or training, and to assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. Topics discussed in this document include center personnel, inservice programs, facilities and funding,

general procedures, and office procedures. Appendixes contain forms and materials used in the resource center. (TA)

ED 134 843

08

CE 010 140

Jackson, Frances

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.

Great Falls Public Schools, Mont.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—CAN-2081600

Bureau No—502A850002A

Pub Date 30 Jun 76

Grant—OEG-381-75-0006

Note—360p.; For a related document see CE 010

139

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Career Awareness, Career Choice,

*Career Education, *Career Exploration, Curriculum Development, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Information Utilization, Program Descriptions, *Program Development, Program Effectiveness, Program Evaluation, School Community Cooperation, School Districts, *Staff Improvement, Statistical Analysis, Tables (Data), Vocational Development, Work Experience Programs

Identifiers—*Montana, Montana (Great Falls)

Description, data, and conclusions are presented for a 3-year career education project in the Great Falls Public Schools (Montana) which focused on the systematic development of components which would be transportable and operationally effective. Major developmental emphases of the project are noted and include staff training, curriculum revision and guides, identification, acquisition and distribution of appropriate instructional resources, career information centers, a community resource center, and coordination of services to provide for various forms of work experience. Achievements of the project in each major goal area are summarized. Conclusions presented indicate that as a result of the project, career education has become a significant facet of public school programs in the school district and has had an important role in enhancing educational processes. Appendix A contains the 1975-76 evaluation design and the forms used. Appendix B contains an action inventory, and appendix C contains edited interim reports for 1973-74 and 1975-76. (TA)

ED 134 844

08

CE 010 145

Lincoln Career Education Project. June, 1973-

June, 1976. Final Report.

Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—F7136VW

Pub Date Aug 76

Grant—OEG-9-73-5290

Note—170p.; For a related document see ED 129

997

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Career Education, *Comprehensive Programs, Cooperative Planning, *Cooperative Programs, Curriculum Development, Educational Assessment, Elementary Secondary Education, Fused Curriculum, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *School Community Programs, School Districts, Vocational Development

Identifiers—Nebraska (Lincoln)

Description, data, and conclusions are presented for a 3-year career education program designed to assist the Lincoln, Nebraska, community and schools in implementing career education by providing leadership in developing a cooperatively designed plan and by providing management and support services to assist participants (cooperating educational agencies, businesses, industries, unions, governmental agencies, parents, and students) in executing the plan. Objectives, procedures followed, and project results and accomplishments are reported in detail with focus on activities related to needs assessment, systematic planning for curriculum infusion, staff development, community resource system, curriculum center, curriculum materials at all levels, career information centers, pupil data and monitoring system, assessing guidance needs, individualized career planning, and placement. The

report includes the final evaluation report, which covered accomplishments of project staff, career education activities provided for students and the extent of student participation in the career education activities, and student outcomes associated with the career education activities. Major findings reported are these: (1) The project developed and implemented a number of mechanisms to support the career education efforts of teachers and schools, (2) the project has resulted in a significant increase in the number of career education activities within the district, and (3) there were no significant changes in the 10 student outcome measures incorporated into the evaluation design, i.e., students attending career education target schools did not differ from students attending control schools and there were no systematic differences between 1975 and 1976. Appendices contain supplemental materials for the evaluation report. (TA)

ED 134 845 CE 010 733

Jung, Steven M. And Others

Improving the Consumer Protection Function in Postsecondary Education. Final Technical Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-52800-10-76-FR

Pub Date 21 Dec 76

Contract—300-75-0383

Note—214p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrative Policy, *Administrative Principles, *Consumer Education, *Consumer Protection, Data Analysis, Data Collection, *Educational Administration, Educational Practice, Educational Research, *Federal Aid, Post Secondary Education, *Student Financial Aid

Primary tasks of this project were to locate, analyze, and synthesize (1) the available evidence for allegations that students receiving Federal aid for postsecondary education were being subjected to institutional malpractice and (2) the various suggestions and recommendations for protecting students from such claimed abuse. Improvement strategies were grouped under two major headings: (1) The regulatory approach, in which attempts could be made to better prevent or control abusive types of conditions, policies, and practices, resulted in regulatory and accreditation user guides. (2) The non-regulatory approach, in which improvements could be made in the education of student consumers themselves, to identify, avoid, or deal properly with institutional abuses, resulted in the student's consumer guide. Information collection and analysis instruments and procedures were developed, pilot tested, and field tested. Major products of the project (the information collection, analysis, and use mechanism guides for its use by accreditation and regulatory agencies, and the student's consumer guide) represent preliminary, partially-validated strategies. These strategies can contribute to meeting several immediate needs of institutional self-study, setting minimum eligibility standards, an "early warning" system, and the basis of a formal communication network in the tripartite eligibility system. (The report contains a literature review and summary, method description, data analysis and field testing results, discussion, conclusions, and recommendations. Appendices include the instruments, data, list of participating institutions, and other related material.) (TA)

CG

ED 134 846

CG 011 000

McAdoo, Harriette

A Review of the Literature Related to Family Therapy in the Black Community.

Pub Date 6 Mar 76

Note—12p. For related documents, see CG 010 893 and 011 001; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (Atlanta, Georgia, March 6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Community, *Family Counseling, Literature Reviews, Psychotherapy, *Socialization, Social Mobility, *Sociocultural Pat-

terns, *Socioeconomic Influences, Speeches, State of the Art Reviews, Theories

The multifaceted cultural dimensions of Black families are not fully taken into account in literature used by family therapists. To illustrate this deficiency, the author seeks to (1) review how Black families in general have been heretofore viewed in literature, (2) examine the special stresses faced by Blacks, at all financial levels, as they cope with racism and differing economic status in their attempt to maintain stability while moving up the economic and social ladders, (3) explore theories of social mobility and the role that the extended family structure plays in Black families, and (4) begin to explore the practical implications of therapeutic approach to social science research for the practitioners. (Author)

ED 134 847

CG 011 001

McAdoo, Harriette

A Critique of: Charles Garvin, "Ethnic Analysis and Social Work Intervention."

Pub Date 3 Mar 76

Note—9p. Paper presented at the Annual Program Meeting of the Council for Social Work Education (22nd, Philadelphia, Pennsylvania, March, 1976); For related documents, see CG 010 893 and 011 000

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cultural Factors, *Environmental Influences, Ethnic Groups, *Helping Relationship, *Intervention, Minority Groups, Research Reviews (Publications), *Social Work, Social Workers

This paper is a critique of a publication concerning the role of ethnic analysis in social work intervention. The author of the latter makes the point that social work education needs to put more emphasis on environmental and ethnic considerations when designing treatment modalities. The stages presented for developing principles for practice are examined, as are other concerns relating to course content, the "ethnic experience," group self identity, dialectical and language diversity, etc. The author recommends that the described approach be used by practitioners who work with all non-mainstream groups. (SJL)

ED 134 848

CG 011 002

Bancroft, Norris R.

Science & Religion: A Syncretic Approach.

Pub Date [75]

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Beliefs, *Comparative Analysis, Definitions, Interdisciplinary Approach, *Religion, *Sciences, Scientific Methodology, *Scientific Principles, State of the Art Reviews, *Synthesis

The purpose of this essay is to examine some of the major similarities and differences between science and religion, as well as to attempt a synthesis to resolve what is more an apparent rather than a real contradiction of the two disciplines. The rationale for such an undertaking is based primarily upon the need for explicit definition and clarification of what exactly constitutes science and religion, and also for the purpose of illustrating those areas and ways in which science and religion overlap and are mutually supportive, as well as ways in which they are contradictory and antagonistic to one another. It is the express thesis of this essay that, while there are certain aspects of science and religion that do not appear compatible, there are probably more similarities than differences between the two. Furthermore, as it will be shown, the differences are more often of a semantic nature than any other. This will be made clear by the method of comparison and contrast, in which the definitional characteristics of both science and religion will be set forth and analyzed for their similarities and for their differences. (Author/SJL)

ED 134 849

CG 011 006

Lucco, Robert J. MacDougall, Mary A.

Person-Environment Transactions in Elementary Counseling and Noncounseling Settings.

Pub Date [73]

Note—27p. Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Counseling, *Educational Environment, Educational Research, Elementary Education, Elementary School Students, *Psychological Needs, *Race, *Sex Dif-

ferences, Social Psychology, *Socioeconomic Status, Speeches, *Student Needs

The purpose of the present study was to explore the nature of person-environment transactions in relation to the elementary school setting. The research employed the theoretical assumptions of Murray (1938) and the instrumentation of Stern (1970). Two principal questions were explored. Do the socio-psychological needs of students differ with respect to sex, race, or socioeconomic status? Do educational environments differ with respect to school (counseling vs. non-counseling) and/or grade level? Discriminate analyses revealed that student needs did differ significantly with respect to sex, race and SES; and that school environments vary with regard to counseling and grade level. (Author)

ED 134 850

CG 011 008

Miller, Leonard A. And Others

Studies in Continuing Education for Rehabilitation Counselors. Report No. 3, October 1971.

Iowa Univ., Iowa City. Coll. of Education.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-215-634; SRS-12-P-55239/7-05

Pub Date Nov 71

Note—76p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-215 634)

Document Not Available from EDRS.

Descriptors—Adult Education, *Behavior Change, *Counselors, Counselor Training, *Instructional Programs, *Learning Activities, *Program Evaluation, *Rehabilitation Counseling, State Agencies

An experiment (January-December 1969), applying a packaged learning program, consisting of 30 individual units on a variety of subjects in a voluntary continuing education program in state rehabilitation agencies demonstrated significantly increased information about the counseling job among those counselors who actually took one or more units and indicated differential effectiveness of the units, with 17 associated with significantly higher gains in knowledge. Individual motivation to take the units, however, was not high. Two other experiments (June-December 1970) with different types of specially developed learning packages were also reported. Appendices detail research materials; 39 references. (Author)

ED 134 851

CG 011 009

Otto, Luther B.

Early Career Alienation and Socioeconomic Attainments of a Rural Population. Final Report.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-55-72-49-1; PB-224-956

Pub Date Oct 73

Contract—DL-91-55-72-49

Note—236p.; Ph.D. Dissertation, University of Wisconsin, Madison.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$5.75, MF \$1.45, order number PB-224 956)

Document Not Available from EDRS.

Descriptors—Attitudes, Interpersonal Competence, *Job Satisfaction, Males, *Occupational Aspiration, *Personality, Research, *Rural Youth, *Social Integration, *Socioeconomic Status

Identifiers—*Career Alienation

This study estimates antecedents of early career alienation of a male age cohort (N#442) with panel data, 15 year interval. The theoretical model sequentially attributes effects to statuses of origin, adolescent personality characteristics, and current socioeconomic statuses. The study establishes definitions of alienation both inductively (by means of canonical correlation and Joreskog confirmatory factor analysis) and deductively. The general finding is that how one operationally defines alienation is of critical importance to interpreting the findings inasmuch as specific forms of alienation manifest unique patterns of antecedents and consequences. Specific indicators of adolescent social integration positively affect early career attainments. It is proposed that adolescent social integration provides either the setting for learning high attainment aspirations or a context for learning interpersonal skills that benefit later attainments. Future research is suggested. (Author)

ED 134 852 CG 011 010

Pearson, John W.

Juvenile Drug Abuse Prevention Project. Santa Clara County Juvenile Probation Department. First Year Evaluation Report.

American Justice Inst., Sacramento, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Report No.—LEAA-NI-72-09-0001-B; PB-224-639

Pub Date Nov 71

Note—90p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.75, MF \$1.45, order number PB-224 639)

Document Not Available from EDRS.

Descriptors—*Adolescents, *Demonstration Programs, *Drug Abuse, *Juvenile Courts, *Prevention, Program Descriptions, Program Development, *Program Evaluation, Socially Deviant Behavior

The purpose of the program was to divert court processing for a large number of minors, with no apparent increase in risk. This document includes a brief background review of the development of the program, research activities and methods, and discussion relating to each of the grant proposal objectives. The appendices contain type of data collected, data analysis procedure, and supporting data not contained in the text. (Author)

ED 134 853 CG 011 011

Phelps, William R.

Communicating Test Results: A Training Guide. Final Report.

Spons Agency—West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Report No.—PB-228-173

Pub Date Feb 74

Note—25p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$4.25, MF \$1.45, order number PB-228 173)

Document Not Available from EDRS.

Descriptors—*Achievement Tests, Aptitude Tests, *Counseling, Decision Making, Guides, *Helping Relationship, *Psychological Evaluation, Psychological Tests, *Psychometrics, *Test Interpretation, *Training Techniques

This training guide is prepared primarily for the professional practitioner; however, academicians may find the guide to have considerable value in both graduate and undergraduate courses in the helping services. The material presents techniques and methods for communicating test results of a psychometric nature, suggested standards for psychological evaluations, relationship to vocational decision making, and a synopsis of commonly used psychological tests with a brief, relevant bibliography. The discussion focuses on practical areas which should be relevant for all helpers, particularly psychometrists, rehabilitation counselors, social service workers, beginning psychologists, and some para-professional workers having some responsibility for using psychological testing and interpretation. (Author)

ED 134 854 CG 011 012

Rachal, J. Valley And Others

A National Study of Adolescent Drinking Behavior, Attitudes and Correlates. Final Report.

Research Triangle Inst., Durham, N.C. Center for the Study of Social Behavior.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Report No.—NIAAA/NCALI-75/27; PB-246-002

Pub Date Apr 75

Contract—HSM-42-73-80(NIA)

Note—405p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$10.50, MF \$2.25, order number PB-246 002)

Document Not Available from EDRS.

Descriptors—*Adolescents, Alcoholism, *Behavior Patterns, *Drinking, *High School Students, National Surveys, Research, Secondary Education, *Social Attitudes, Student Attitudes

A questionnaire survey was conducted in the Spring of 1974 among U.S. High School Students concerning drinking practices, drinking attitudes,

and problems related to alcohol consumption among American youth. The questionnaires were completed by a total of 13,122 students in grades 7-12 for a nationwide 2-stage, stratified sample. This report contains a brief background statement on drinking during adolescence, and sets forth the purpose, methodology, and major findings of the research. (Author)

ED 134 855 CG 011 013

Rubin, S. E. And Others

Arkansas Studies in Vocational Rehabilitation: Empirically Derived Rehabilitation Counselor Subgroups and Their Biographical Correlates. Special Report.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-234-859; SRS-12-55219-005

Pub Date Apr 73

Note—49p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$5.50, MF \$1.45, order number PB-234 859)

Document Not Available from EDRS.

Descriptors—*Behavior Patterns, *Counselor Performance, *Counselors, Individual Characteristics, Institutional Research, Personality, Questionnaires, *Rehabilitation Counseling, *Self Evaluation, *Vocational Rehabilitation

This monograph focuses on counselor types derived by means of self-report data. Eighty-seven counselors employed in 11 rehabilitation agencies completed the counselor biographical information form which had questions on personal, educational, employment, and professional development, and counselor-perceived proficiency and importance questionnaires. Seven major characteristics of the sample were reported. Results suggest that counselors can be divided into meaningful subgroups on both the basis of self-perception of work skill areas and different counselor interview subrole behaviors. Subgroups tend to run along a continuum from counselor-type to coordinator-type, and a relationship exists between those work behaviors a counselor feels proficient performing and those he perceives as being most important. (Author)

ED 134 856 CG 011 014

Ruhe, John A. Hill, Walter

Comparative Self-Esteem of Blacks and Whites in Segregated and Integrated Dyads. Technical Report No. 73-1.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No.—AD-764-640

Pub Date Jul 73

Contract—N00014-68-A-0173-0019

Note—22p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.25, MF \$1.45, order number AD-764 640)

Document Not Available from EDRS.

Descriptors—*Caucasians, *Integration Effects, Laboratory Experiments, *Negroes, Psychological Studies, *Racial Differences, Racial Integration, *Self Esteem, Simulation, *Task Performance

The purpose of the study is to provide information concerning the self esteem of blacks and whites under conditions of integrative and segregative simulated work groups. Subjects were 96 undergraduate students, half black and half white, who performed three laboratory tasks. Ziller's self esteem scales were used to measure the self esteem of subjects. Results indicate a significant difference between the self esteem scores of blacks and whites in the integrated groups. No differences were found between the self esteem scores of blacks in integrated versus segregated groups or between blacks and whites in segregated groups. (Author)

ED 134 857 CG 011 017

Strange, Robert E. Brown, Dudley E., Jr.

Home From the War: A Study of Psychiatric Problems in Viet Nam Returnees.

Pub Date Oct 70

Note—5p.; Paper presented at the Annual Meeting of the American Medical Association (118th, New York, New York, July 13-17, 1969)

Journal Cit—American Journal of Psychiatry; v127 n4 p130-4 Oct 1970

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Aggression, *Emotional Maladjustment, Military Personnel, Military Service, *Psychological Characteristics, *Psychological Patterns, Psychological Studies, *Veterans

Identifiers—*Vietnam Veterans

Fifty patients who developed psychiatric problems after return from tours of Viet Nam combat duty were compared with a group of patients who had not had such duty. The Viet Nam returnees reported more conflicts in intimate relationships and had a higher incidence of depression and somatization than did the non-combat group. A study was made of aggressive and suicidal threats, as related to direct aggressive and suicidal behavior. It is suggested that although Viet Nam returnees face significant readjustment stress, their reactions are generally internalized and their potential for violent aggression is no greater than in those without Viet Nam experience. (Author)

ED 134 858 CG 011 018

Szalay, Lorand B. And Others

Ethnic-Racial Attitudes, Images, and Behavior by Verbal Associations. Technical Report.

American Institutes for Research (CRESS), Kensington, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No.—AD-770-597

Pub Date Oct 73

Contract—N00014-72-C-0163

Note—180p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$5.25, MF \$1.45, order number AD-770 597)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Attitude Tests, *Behavior Patterns, *Ethnic Groups, *Perception, *Predictive Measurement, *Predictor Variables, Psychological Studies, *Racial Attitudes, Social Attitudes, Volunteers

Identifiers—*Word Associations

The investigations focused on two main subject areas. The first series of experiments explored the validity of verbal association based inferences as an attitude measure and predictor of behavior. When compared with paper-and-pencil methods, the association based attitude index (EDI) showed high positive correlation as a group measure and medium high correlation as an individual measure. None of the attitude measures provided for prediction of volunteering behavior in a real life situation involving strong demand characteristics and situational constraints. A second series of experiments explored the interrelationship of affective-evaluative components and perceptual-cognitive components as inferred from verbal association data. Racial images and the perception of the social environment were studied comparing the evaluations and perceptions by Black and White subjects. In general the value of the association data lies in their unique potential to provide valid attitudinal and perceptual data simultaneously with spontaneity and in true reflection of their actual saliences. (Author/CKJ)

ED 134 859 CG 011 019

Tobias, Richard And Others

Training the Hard-to-Employ in Job-Required Behavioral Skills: Group Counseling Materials.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-3; PB-211-696

Pub Date 72

Contract—82-36-71-07

Note—276p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-211 696)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Group Counseling, *Group Instruction, Guides, *Job Skills, Performance Based Education, Resource Materials, *Training Techniques

Identifiers—*Hard to Employ

As a result of general dissatisfaction with traditional counseling methodologies, this manual was developed to present resource materials for the group counselor to employ in teaching specific job required behavioral competencies to hard-to-employ trainees. It presents lesson plans and prescribed group counseling interventions. (Author)

ED 134 860 CG 011 025

McCain, Lewis Wurster, Stanley R.

Para-Professional Counselor-Aides in Elementary

Schools.

Pub Date Jul 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Counseling Services, *Counselor Training, Demonstration Programs, Elementary Education, *Elementary School Counselors, *Paraprofessional School Personnel, Program Descriptions, Pupil Personnel Services, School Aides

This paper presents a program which involves the recruitment and training of college students as counselor-aides in elementary schools. The function of the counselor-aides is to provide the necessary screening, testing and preliminary follow-up contact to facilitate the work of the professional staff. Some of the general goals for the counselor-aides were those of being a friend to the student, assuring maximum attendance of students and facilitating communication between home and school. Described are the training format, specific duties of the counselor-aides, evaluation of the training and subsequent performance of the counselor-aides and an evaluation of the program itself. (SJL)

ED 134 861 CG 011 026

Matteson, David R.

Adolescent Identity Process and Patterns of Family Interaction.

Pub Date 30 Aug 76

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, Behavior Patterns, Conformity, *Family Influence, *Identification (Psychological), *Interaction Process Analysis, *Parent Child Relationship, Psychological Patterns, Psychological Studies, *Role Models, Sex Role, Speeches

The study tested relationships between patterns of parent-youth-interaction and two aspects of identity formation; the extent to which an adolescent explored alternatives and the degree to which he or she had made commitments. Interviews assessing aspects of the identity process were conducted with 99 Danish students, age 17 and 18. Independent raters assigned each subject to one of Marcia's categories based on the extent of his exploration and commitment. A selected sub-sample (N=21) participated with their parents in triad consensus tasks. Molecular analysis and impressionistic ratings of these triad situations revealed distinctive styles of interaction for families of youth in each of the identity categories. (Author)

ED 134 862 CG 011 028

Nay, W. Robert

Generalization within the Token Economy Format: Methods and Issues.

Pub Date May 76

Note—16p.; Paper presented at Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, *Change Strategies, *Contingency Management, *Generalization, Psychoeducational Processes, *Reinforcement, Social Reinforcement, State of the Art Reviews, Stimulus Generalization, *Transfer of Training

Identifiers—*Token Economy

While few would disagree that token economies are effective in bringing certain positive and negative target behaviors under contingent control, the recent past has witnessed increased concern over choice of targets as well as back-ups, voluntary versus involuntary client participation, as well as the effectiveness of such programs in meeting client versus staff needs. Within the latter category, reviewers of the token economy literature (e.g., Kazdin & Bootzin, 1972) have

suggested that behaviors instigated within token economy mechanisms rarely generalize to alternative conditions, and this issue of generalization is perhaps one of the major criticisms of the token format. The present paper attempts to define and examine generalization in the light of recent research. Within the presentation, the author integrates certain of his own findings and personal speculations as the various methods and issues for examining generalization are presented. (Author)

ED 134 863 CG 011 030

Onoda, Lawrence

Cultural-Milieu Counseling with Asian-American Students at a University Counseling Center.

Pub Date Feb 76

Note—13p.; Paper presented at California Personnel & Guidance Association (San Diego, California, February 13-16, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Asian Americans, *Counseling, Cultural Background, *Cultural Factors, Ethnic Groups, *Milieu Therapy, *Needs Assessment, *Psychological Needs, Sociopsychological Services, State of the Art Reviews

The purpose of this paper is (a) to point out the need for more effective counseling strategies for Asian-Americans and (b) to stimulate thought and discussion regarding alternative methods for counseling Asian-Americans. Since many Asian-Americans have been stereotyped as being "well-adjusted" very little research has been conducted on their psychological needs. Also, little effort has been made to determine whether current counseling strategies are relevant to Asian-Americans. It is the contention of this paper that the traditional models of counseling ignore the cultural background of Asian-Americans. This is the primary reason why Asian-Americans do not utilize counseling services. The Cultural-Milieu counseling approach is a theoretical position that takes into consideration the psychological, sociological, environmental, and cultural factors affecting the counseling process. Finally, the paper discusses the future goals and needs of Asian-Americans in relation to mental health professionals. (Author)

ED 134 864 CG 011 031

Sarno, Marie R.

Nontraditional Career Development Programs for Women. A Career Exploration Project for Disadvantaged Youth.

Pub Date 12 Apr 76

Note—14p.; Paper presented at Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Choice, *Career Education, *Decision Making, Demonstration Projects, *Disadvantaged Youth, *Females, Program Descriptions, Secondary Education, Self Concept, *Vocational Development

This paper is a discussion of a Career Exploration Project jointly undertaken by the Seal of Ohio Girl Scout Council and the Division of Continuing Education of Columbus Technical Institute during the Summer of 1975. The participants were economically disadvantaged young women between the ages of 11 and 17. The main objective was to increase participants' awareness of self, others, career options, and educational alternatives, as well as the factors that go into a career decision. A variety of resources and programming ideas were used, including exploration of career areas represented at Columbus Tech and exposure to actual work settings. An outline of the program content is given in the paper, as well as a discussion of some of its highlights, problems and outcomes. (Author)

ED 134 865 95 CG 011 032

Honsberger, Treva Shelley, Mark

Career Placement by Work Sampling for the Handicapped 1976. A Research Report.

Simi Valley Unified School District, Simi, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—148p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Aptitude, *Evaluation Methods, *Handicapped Students, Interest Tests, *Placement, Program Descriptions, Secondary Education, *Student Placement, *Vocational Aptitude, *Vocational Development, *Work Sample Tests

This project's goal was the placement of diversely handicapped students at the secondary level in suitable vocational programs which would lead to eventual employment. The technique employed to discover the aptitudes of these special students was work sampling, which is a vocational evaluation procedure utilizing "hands on" experiences, interest and basic academic skills testing to assess the client's vocational potential. Two vocational technicians were responsible for the implementation of the project. Twenty hours of work sampling was administered, followed by parent, student and teacher conferences. An in-service component consisted of an initial orientation to parents, visitation of the facilities and a staffing session with teachers and evaluation staff. It was felt that the work sampling was effective in most cases in delineating students' aptitudes and, to a somewhat lesser extent, their interests. Follow-up, consisting of placement in classes, training programs and/or additional counseling, was difficult due to the time limitation. The project indicated a need for further work and research in this area, and was for the most part supported by students, parents and teachers. (Author)

ED 134 866 CG 011 034

Leviton, Dan

U.S. House Select Committee on Aging.

Testimony.

Pub Date 14 Apr 76

Note—6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Demonstration Programs, *Gerontology, Government Role, Health Education, Health Services, *Mental Health, *Older Adults, *Physical Health, Program Descriptions, Self Concept

This paper presents the Adults' Health and Developmental Program (AHPD), an established health program which could serve as a model to be emulated throughout the nation. The AHPD is located at the University of Maryland. It is inexpensive to operate, simple in design, health related, provides services to older adults, training for students interested in gerontological health, and research opportunities. Once enrolled, older adult members and students (staff) continue to return so that turnover is relatively low compared to other voluntary organizations. The potential for building on additional health services is unlimited. The Program is seen as having preventive, interventive, and postventive or rehabilitative health care aspects. (Author)

ED 134 867 95 CG 011 035

Lincoln, William F.

Mediation: A Transferable Process for the Prevention and Resolution of Racial Conflict in Public Secondary Schools. A Partial Case Study with Analysis.

American Arbitration Association, Boston, Mass. Community Dispute Services.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 76

Grant—NIE-P-76-0155

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies, *Conflict Resolution, *Integration Methods, *Intervention, *Prevention, Program Descriptions, *Race Relations, Racial Integration, *School Integration, Secondary Education

Identifiers—*Mediation

The purposes of this paper are at least threefold: (1) to identify and explain mediation as a process constituting a deliberate set of sequential acts and nonacts as an appropriate means for peaceful, impartial crisis resolution of inter racial violence between/among students in secondary public schools; (2) to present mediation as a viable option to direct police action often thought to be the sole immediate, intermediate, or sustained alternative; and (3) to discuss the transfer and applicability of mediation skills and procedures to similar situations in schools across the nation as an equitable, economical, and generally efficient approach. The incidents reported are facts which occurred in a single northeastern high school during the first year of court ordered desegregation. For obvious reasons, neither the school nor the parties, nor any of their personnel, will be identified. (Author)

ED 134 868 CG 011 037

Greenwood, Gordon E.

Student Evaluation of College Teaching Behaviors (SECTB) Instrument: An Investigation of Factor Structure Stability.

Pub Date [73]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Educational Research, Factor Analysis, *Factor Structure, *Faculty Evaluation, Higher Education, *Knowledge Level, *Student Attitudes, *Student Opinion, *Teacher Behavior

The purpose of this study was to examine the factor structure stability of the Student Evaluation of College Teaching Behaviors (SECTB), a 60-item, low inference type of student rating instrument designed to assess college teaching behaviors. While the original factor structure was based on the responses of both faculty and students, including both undergraduate and graduate students across several subject matter fields, the current study focused on 1116 primarily male (74%) freshmen (66%) in one subject matter field (mathematics). Only one factor (currency of knowledge) held up without much change. The results tend to indicate that factor analyses should be obtained for the SECTB and similar low inference item type instruments for each instructional unit and subject matter area within a college. (Author)

ED 134 869 CG 011 040

Zimmerman, Donald H. Wieder, Donald L.

The Social Bases for Illegal Behavior in the Student Community: First Year Report.

Scientific Analysis Corp., San Francisco, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Report No.—LEAA-NI-70-039; PB-211-657

Pub Date Dec 71

Contract—LEAA-NI-70-039

Note—199p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$6.00, MF \$0.95, order number PB-211 657)

Document Not Available from EDRS.

Descriptors—Beliefs, *College Students, *Community Attitudes, Cultural Factors, *Drug Abuse, Life Style, *Middle Class, Social Influences, *Socially Deviant Behavior, Social Science Research, Subculture, *Values

This report describes the beliefs, attitudes and practices of members of the student community who use drugs and the social structure that supports drug use. The study focuses on the cultural frame of reference of the middle class drug user, especially those factors which seem to contribute to the legitimization of drug usage. The study utilized interviews, questionnaires and diaries from 90 informants, who were members of a student community with a generally high level of drug usage. Data were collected on the values system and morality of the counter-culture, the role of drugs in the informants' life style, and folk pharmacology. The authors planned to use their data to develop more rational strategies for preventing or reducing drug use, especially among the middle class. Although this was intended to be a two-year project, the second year was not funded. (Author)

ED 134 870 CG 011 041

Turkington, Keith And Others

The Group Guidance Program: A Group Career Guidance and Job Placement Program for High School Youth (Volume 3—Workshop Training Manual).

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development

Report No.—DLMA-82-46-68-42-3; PB-222-411

Pub Date 15 Jun 73

Contract—DL-82-46-68-42

Note—169p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$4.75, MF \$1.45, order number PB-222 411)

Document Not Available from EDRS.

Descriptors—Career Education, Curriculum Planning, Group Dynamics, *Guidance Programs, *High School Students, *Inservice Programs, *Job Placement, Manuals, *Occupational Guidance, *School Personnel, Secondary Education, Vocational Development, Workshops

This training manual is a staff guide in the presentation of a training workshop for participating school personnel. The training manual covers all aspects of the Group Guidance Program including basic group theory, curriculum selection and/or development, student group scheduling, post-high school planning, occupational resources, job development and placement, and follow-up activities. These areas are designed to be transmitted to workshop participants through seminars, lecture discussions, group activities (structured and unstructured) and task-oriented groups. (Author)

ED 134 871 CG 011 042

Tobias, Richard

Teaching Job Required Behaviors Via the Systematic Use of Prescribed Group Counseling Interventions: The Program and Its Operational Feasibility.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development

Report No.—DLMA-82-36-71-07-4; PB-211-787

Pub Date Oct 71

Contract—82-36-71-07

Note—38p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-211 787)

Document Not Available from EDRS.

Descriptors—*Behavior Change, Counseling Programs, Disadvantaged Groups, *Educational Programs, Feasibility Studies, *Group Counseling, *Job Skills, *Manpower Development, Program Descriptions, *Skill Development, Unemployed

Directed at the manpower counselor, this report describes the project's experiences in teaching job-required behavioral skills to the hardcore through systematically prescribed group counseling interventions. While describing the overall system, it focuses on the detailed presentation of the prescribed group counseling interventions developed, the group situations in which they are to be utilized, and experientially-based feedback as to their operational feasibility. (Author)

Document Not Available from EDRS.

Descriptors—*Behavior Change, Counseling Programs, Disadvantaged Groups, *Educational Programs, Feasibility Studies, *Group Counseling, *Job Skills, *Manpower Development, Program Descriptions, *Skill Development, Unemployed

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Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-211 787)

Document Not Available from EDRS.

Descriptors—*Behavior Change, Counseling Programs, Disadvantaged Groups, *Educational Programs, Feasibility Studies, *Group Counseling, *Job Skills, *Manpower Development, Program Descriptions, *Skill Development, Unemployed

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Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-199 178)

Document Not Available from EDRS.

Descriptors—Educational Programs, *Employment Services, Feasibility Studies, *Job Placement, Manpower Development, *Middle Aged, *Older Adults, Program Evaluation, *Unemployed, *Vocational Counseling, Vocational Education, Vocational Rehabilitation

The project was designed to test the feasibility of a variety of service techniques to assist chronically unemployed older workers in obtaining employment. Individuals between the ages of 45-65 who were unemployed for at least 15 months were eligible for the project. The clients were assigned to three basic groupings: (1) a rehabilitation workshop for evaluation, work adjustment, group counseling and job referral, and placement; (2) a prevocational training and group counseling program with job-hunting and subsequent referral and placement services; and (3) a vocational counseling program with immediate referral and placement service. (Author)

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-199 178)

Document Not Available from EDRS.

Descriptors—Educational Programs, *Employment Services, Feasibility Studies, *Job Placement, Manpower Development, *Middle Aged, *Older Adults, Program Evaluation, *Unemployed, *Vocational Counseling, Vocational Education, Vocational Rehabilitation

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Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-199 178)

Document Not Available from EDRS.

Descriptors—Educational Programs, *Employment Services, Feasibility Studies, *Job Placement, Manpower Development, *Middle Aged, *Older Adults, Program Evaluation, *Unemployed, *Vocational Counseling, Vocational Education, Vocational Rehabilitation

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Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-199 178)

Document Not Available from EDRS.

Descriptors—Career Education, Curriculum Planning, Group Dynamics, *Guidance Programs, *High School Students, *Inservice Programs, *Job Placement, Manuals, *Occupational Guidance, *School Personnel, Secondary Education, Vocational Development, Workshops

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$0.95, order number PB-222 411)

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—MH-PPE-72-14-a; PB-225-773

Pub Date Oct 73

Note—35p.; For related document, see CG 011 045 ; Study developed by Behavior Science Corporation, Los Angeles

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$3.00, MF \$1.45, order number PB-225 773)

Document Not Available from EDRS.

Descriptors—*Community Consultant Programs, Consultants, *Consultation Programs, *Mental Health Programs, Program Descriptions, *Program Effectiveness, Program Evaluation, *Public School Systems, Student Personnel Services

There were four relevant objectives of this study: (1) describe the extent and nature of school case-oriented and program consultation as currently practiced, and to evaluate its impact; (2) evaluate the congruence of the local consultee's and consultant's expectations of consultation and the degree to which their expectations are attained; (3) describe and analyze the problems that are experienced by the consultees and consultants in developing school consultation programs; and (4) obtain information about the evaluation and feedback system in operation for school consultation and any data available on outcomes. (Author)

ED 134 874 CG 011 045**Evaluation of the Impact of Community Mental Health Center Consultation Services on School Systems. Vol. 2. Final Report: The Dynamics of School Consultation.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—MH-PPE-72-14-6; PB-225-774

Pub Date Oct 73

Note—183p.; For related document, see CG 011 044 ; Study developed by Behavior Science Corporation, Los Angeles

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$5.25, MF \$1.45, order number PB-225 774)

Document Not Available from EDRS.

Descriptors—*Community Consultant Programs, Consultants, *Consultation Programs, *Mental Health Programs, Program Descriptions, *Program Effectiveness, Program Evaluation, *Public School Systems, Student Personnel Services

There were four relevant objectives of this study: (1) describe the extent and nature of school case-oriented and program consultation as currently practiced, and to evaluate its impact; (2) evaluate the congruence of the local consultee's and consultant's expectations of consultation and the degree to which their expectations are attained; (3) describe and analyze the problems that are experienced by the consultees and consultants in developing school consultation programs; and (4) obtain information about the evaluation and feedback system in operation for school consultation and any data available on outcomes. (Author)

ED 134 875 CG 011 046**Mental Health Consultation to the Schools: Directions for the Future.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—MH-PPE-72-14-C; PB-225-775

Pub Date May 73

Contract—HSM-42-72-110

Note—143p.; Proceedings of a Conference on School Consultation (San Diego, California, March 15-16, 1973)

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC \$4.50, MF \$1.45, order number PB-225 775)

Document Not Available from EDRS.

Descriptors—*Community Consultant Programs, Conference Reports, Consultants, *Consultation Programs, *Mental Health, Professional Services, *Program Development, *Program Effectiveness, Psychological Services, *Public School Systems

These are the speeches and the results of the Conference on School Consultation. The conference had four primary purposes: (1) provide an opportunity for mental health professionals to

focus on an important area of services which has previously been overlooked by most CMHC's; (2) provide the opportunity for mutual discussion and development of new and creative ideas related to mental health consultation in the schools, including ideas leading to the development of new and important research; (3) promulgate useful techniques or approaches and general knowledge about how successful school consultation programs operate; and (4) create an interest among mental health professionals about the effective uses of consultation in the schools, leading to the development of new programs at CMHC's throughout the country. (Author)

ED 134 876 CG 011 048

Weiss, Michael Keys, Christopher

The Influence of Proxemic Variables on Dyadic Interaction Between Peers.

Pub Date 75

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, College Students, *Communication Problems, *Environmental Influences, Group Dynamics, Human Relations, *Interaction Process Analysis, *Interpersonal Relationship, Males, Non-verbal Communication, Physical Environment, Research Projects, *Spatial Relationship, *Verbal Communication

Identifiers—*Self Disclosure

This study addresses three issues: (1) the influence of proxemic variables (distance, furniture presence) on dyadic interaction; (2) the consistency between measures of self-disclosure; and (3) the applicability of reciprocity and distance-equilibrium views of dyadic interaction. Dyads of male college students were randomly assigned to one of four conversation situations: no table-close distance, no table-far distance, table-close distance, and table-far distance. Following a structured 20 minute conversation, subjects separated by a table perceived their partners to be better adjusted and felt more distant from their partners. Although both intent to disclose and number of topics discussed were significantly correlated with objectively rated disclosure, neither was highly correlated enough to be considered the functional equivalent of objective ratings. The correlations among dependent measures of disclosure and non-verbal involvement supported a reciprocity rather than a distance-equilibrium hypothesis concerning dyadic interaction. (Author)

ED 134 877 CG 011 049

Wilder, David A. Allen, Vernon L.

Persuasiveness as a Function of Intraindividual Consistency on Several Issues.

Note—8p.; Paper presented at the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, Behavior Standards, College Students, *Credibility, Group Behavior, Group Dynamics, *Individual Differences, *Integrity, Motivation Techniques, *Persuasive Discourse, Research Projects, *Social Influences, Verbal Communication

An experiment was performed in which 155 undergraduate student subjects were provided with information about a stimulus person whose behavioral consistency varied on several issues. The study assumed that if the individual's behavior on the relevant topic was consistent, then behavior on the other issues should have no impact on persuasiveness, but if a consistent style of behavior was necessary, then the individual must be consistent on all issues. Results indicated persuasiveness was maximized when a consistent style of behavior was manifested across all items. The individual was perceived as more internally directed, more confident and more persuasive when either consistent or variable on all issues. It was concluded that maximum persuasiveness is attributed to a person who exhibits a consistent pattern of behavior, rather than consistent behavior. Response style is thus a component of social influence. (KS)

ED 134 878 CG 011 050

Zuckerman, Diana M.

Challenging the Traditional Female Role: An Exploration of Women's Attitudes and Career Aspirations.

Pub Date 76

Note—291p.; Not available in hard copy due to marginal legibility of original document; Ph.D. Dissertation, Ohio State University

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Aspiration, *Attitudes, *Career Choice, Career Planning, College Students, *Females, *Feminism, Identification (Psychological), Literature Reviews, Personality Studies, Sex Stereotypes, *Womens Studies

The purpose of this paper was to restructure, review, and clarify the research that has been conducted in the areas of women's career commitment, educational aspirations, nontraditional career goals and choices, and feminism. The review indicates that, despite a large number of studies, particularly in the area of women's career commitment and goals, very few conclusions can be reached. The research literature has been plagued by the lack of control of potentially influential variables, and a lack of studies using national samples. Some of the original measures of career commitment are now outdated. With career commitment increasingly widespread among college women, there is evidence that women's goals have become increasingly unrealistic and that many women are still ambivalent about homemaking and careers. A study of 85 Ohio State University women students using a questionnaire, the Rosenberg Sex-Esteem Scale, and the Spence and Helmreich Attitudes toward Women Scale (AWS) is reported in detail. This study examines the relationship of various dimensions, such as career commitment, higher education aspirations, pioneer career goals and feminist attitudes, to challenging the traditional female role. A number of future research foci are suggested. (Author/KS)

ED 134 879 CG 011 054

Snow, David L. And Others

A Psychosocial Data System for Children's Community Mental Health Services.

Pub Date 3 Sep 76

Note—8p.; Best Copy Available; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Children, Community Services, Environmental Influences, *Family Influence, *Information Systems, *Mental Health, *Mental Health Programs, Program Descriptions, Psychological Evaluation, *Sociopsychological Services

A social system and ecological, as well as individual, perspective is applied to the development of a psychosocial community-oriented data system for children's mental health services. A rationale for the evaluation procedure and the necessary criteria met by the data system are presented. The problem appraisal focuses on the assessment of multiple determinants of the child's behavior incorporating individual, family, organizational and ecological factors. The data system provides retrievable information on selected intake, intervention and outcome parameters. Applications of the data system to the intake assessment process, for administrative monitoring and review purposes, and as a training and research instrument are discussed. (Author)

ED 134 880 CG 011 055

Steers, Richard M.

Methodological Issues in Evaluating Organizational Effectiveness.

Pub Date Sep 76

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Evaluation Methods, Methods, *Objectives, *Organizational Climate, *Organizational Effectiveness, *Program Evaluation, Speeches, *Systems Approach

Identifiers—Optimization

This paper addresses a number of problems associated with the evaluation of organizational effectiveness. Questions are raised concerning whether there is such a thing as organizational effectiveness, how stable and accurate are the assessment criteria, how widely the criteria can be applied, how such criteria can be of help in understanding organizational dynamics, etc. The author then presents a process model for analyzing effectiveness. The process model proposed

consists of three related components: (1) the notion of goal optimization, (2) a systems perspective, and (3) an emphasis on human behavior in organizational settings. The advantage of approaching organizational effectiveness as a continuous process is discussed in detail. (SJL)

ED 134 881

CG 011 056

Feirog, John J. Lee, Glenda

The Effects of the Family Educational Rights and Privacy Act of 1974 Upon Employers' Perceived Value of Student Credentials. Educational Policy Systems.

Pub Date 13 May 76

Note—36p.; Ed.D. Practicum, Nova University; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Records, Confidential Records, Credibility, *Educational Legislation, Educational Research, *Employer Attitudes, *Employment Practices, Organization Size (Groups), *Student Records, Surveys

Identifiers—*Buckley Amendment

The nature of the problem investigated deals with the perceived value of student credentials by organizations since the enactment of the Family Educational Rights and Privacy Act. The study investigates correlation between organizational size and perceived value, as well as determination of significant difference between social and industrial organizations and those who hire predominately degree recipients and those who do not with respect to this legislation. A survey questionnaire was developed and mailed to 125 randomly selected industrial and social organizations. The responses were analyzed according to the aforementioned areas. Sixteen percent of the surveys received indicated a decrease in perceived value. There was no correlation between organizational size and mean value of credentials, and no significant difference in perceived value of credentials between organizations who hire predominately degree recipients and those who do not. The results did indicate that industrial organizations place less value on student credentials than social organizations. It was recommended that the student credential forms be modified in order to allow students to waive their right to view these credentials. It is recommended that studies be carried out in this area to determine what areas of concern organizations have with respect to student credentials. The results shall further be utilized with respect to job placement counseling. (Author)

ED 134 882

CG 011 057

McGuigan, Dorothy G., Ed.

New Research on Women & Sex Roles at the University of Michigan. Papers on Changing Sex Roles; Work, Family and Change; Status, Power and Politics; Women and Men; In Marriage and Out; Women in Higher Education; Women in Literature; Women in Media; Directions and Needs of New Research on Women.

Michigan Univ., Ann Arbor. Center for Continuing Education for Women.

Pub Date 76

Note—403p.

Available from—Center for Continuing Education of Women, The University of Michigan, Ann Arbor, Michigan 48109

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Family Life, *Females, Marriage, *Research Needs, *Research Reviews (Publications), *Sex Role, *Social Change, *State of the Art Reviews, Working Women

These papers written by University of Michigan scholars, represent a culling of the rich and diverse research recently completed or underway that deals in some way with the broad topic of women and sex roles in society. The papers were presented at a conference sponsored in the spring of 1975 by the Center for Continuing Education of Women, which in its 11-year existence has provided encouragement and support for good research in these areas. A previous volume published by the Center provided a showcase for earlier research related to women. (New Research on Women, 1974). The collection presented here affords, therefore, a kind of measure of recent change and development in that area loosely designated as "women's scholarship." (Author)

ED 134 883

CG 011 058

Kitley, Philip J.

The Vancouver Elementary Schools Area Counselor Services and the Area Counselor Training Program. A Study Prepared for the Vancouver School Board. Research Report No. 75-03.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date Apr 75

Note—54p.; Not Available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Consultation Programs, *Counseling Services, *Counselor Training, Educational Research, Elementary Education, *Elementary School Counselors, *Elementary School Guidance, *Field Interviews, Program Evaluation, Surveys

Identifiers—*British Columbia (Vancouver)

This study is concerned with an examination of the area counselor services in Vancouver elementary schools and the support program of training for area counselors. Information, opinions and suggestions were sought from a wide number of individuals and agencies having some connection with or interest in the services. It is recognized first of all that the area counselors are providing a service which it would be difficult or impossible to replace. Several things combine, however, to hinder it from being as effective as it could be. These are dealt with in the recommendations which suggest an adjustment of the workload. This involves a careful setting down of priorities, greater understanding among staff and other specialists of the role of the area counselor, and avoidance as far as possible of duplication of effort. Continuity of service at each school is also an important factor. The flexibility and continuing revision of the training program are commended. The practicum, recently introduced, is an important addition, and should be developed and extended, so that the trainee is able to experience as far as possible what it means to be an area counselor. The program can offer a unique in-service training providing as it does practical preparation through involvement with the working operations of the schools and their related specialists and agencies. In sum it can be said that Vancouver elementary schools would be much the poorer without the area counselor services, supported as they are by a preparation program virtually impossible to parallel. (Author)

ED 134 884

CG 011 059

Kubala, Albert L. Christensen, Harold E.

The Effects of Group Competition Upon Student Performance. Technical Report 68-7.

Office of the Chief of Research and Development (Army), Washington, D.C.

Spons Agency—Human Resources Research Organization, Alexandria, Va.

Pub Date Jun 68

Contract—DA-44-188-ARO-2

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, *Behavior Patterns, Educational Research, *Group Behavior, *Military Personnel, *Motivation, *Performance Factors, Student Behavior, Technical Education

High attrition in technical training courses in Army Service Schools was found to be a major problem during the years 1962 to 1965. Data obtained at the U.S. Army Air Defense School showed that students who volunteered specifically for their training had significantly lower attrition rates than students of comparable aptitude who were assigned to the courses without having volunteered. These data were highly suggestive of a motivational factor in the prevalently high attrition rates and indicated a need for improving student motivation. The objective of this Work Sub-Unit was to evaluate group competition as a means of improving or maintaining student motivation. It was hoped that the tendency of American males to compete would lead to strong group identification, and a resultant improvement of performance. Group, rather than individual, competition was thought desirable for two reasons. First, as a member of a group the weaker student has more of an opportunity to win than he would have functioning as an individual. Secondly, it was felt that the competition might lead to the tutoring of weaker students

in a group by the stronger students. The results of the research are discussed in relation to the validation of the assessment devices, the factors related to motivation and the implications to be drawn from these experimental findings. (Author/SJL)

ED 134 885

CG 011 060

Laense, Joyce Wagner, Sara B.

Senior Centers: Report of Senior Group Programs in America.

National Council on the Aging, Inc., Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Dec 75

Grant—93-P-57544/3-03

Note—263p.; Program prepared by the National Institute of Senior Centers.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Adult Programs, Gerontology, *Group Activities, *Group Living, *National Surveys, Older Adults, *Organizations (Groups), Program Descriptions, *Senior Citizens

Identifiers—United States

This report presents results of an interview study made by the National Institute of Senior Centers (NISC), a program of The National Council on the Aging, Inc. (NCOA). Thirty Centers were selected for on-site study. The criterion was a program directed to older adults, meeting at least once weekly on a regularly scheduled basis and providing some form of educational, recreational or social activity. Sites included at least one Center within each of the 10 HEW regions. Selection of 20 other Centers was determined by systematic examination of two mail questionnaires submitted by Senior Centers themselves. From intake data supplied, NISC staff members assigned to the project selected, at random, persons to be interviewed at the Center. Appointments were arranged in advance. Interview time averaged 50 minutes per individual over a period of five man-days. Case studies of the 30 sites visited reveal implications of the findings, policy recommendations made – and problems, possible solutions and topics in need of further discussion. It is anticipated that the findings reported here may be useful to those responsible for planning and implementing Senior Center and other group programs. (Author)

ED 134 886

CG 011 061

Litow, Leon

Classroom Interdependent Group-Oriented Contingencies: An Annotated Bibliography.

Pub Date [75]

Note—19p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Behavioral Science Research, *Behavior Change, *Contingency Management, *Group Behavior, Literature Reviews, *Operant Conditioning, Psychoeducational Processes, Psychological Studies

Recently, behavioral researchers have extended the application of operant conditioning techniques from the behavior management of individual students to the behavior management of entire classes of students. This extension has been facilitated through the utilization of such contingencies as the interdependent group-oriented contingency. The present annotated bibliography includes 26 behavioral studies from 1968-1972 which have empirically evaluated the relative effectiveness of interdependent group-oriented contingencies within the classroom setting. One objective of the bibliography is to delineate specific interdependent group-oriented contingencies which can be added to the school psychologist's or counselor's repertoire of behavioral remediation procedures for classroom interventions. (Author)

ED 134 887

CG 011 062

Mann, Jay Wallace, Douglas

Effects of Brief Training in Sex Counseling on the Attitudes and Behaviors of Health Professionals.

Pub Date Aug 75

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Behavior Change, *Counseling, *Counselor Training, Course

Descriptions, *Course Evaluation, Graduate Study, *Health Personnel, Sex Education, *Sexuality, Speeches

Many medical and professional schools are now including courses in human sexuality in their curricula. This paper describes a course in sex counseling principles which focuses on the content and process of sex counseling. The course is designed to impart information about human sexual function and dysfunction, and to provide some exposure to the basic methods of treating common sex problems. To accomplish these goals, students are asked to assimilate the information given, and to practice the prescribed home assignments as though they were individuals receiving sex counseling. The approach is based on the belief that positive changes in the counselor's personal comfort with sexuality will enable him or her to respond more objectively to the diverse patterns of sexual behavior encountered in practice. The effects on participants in two presentations of the course are discussed. (Author)

ED 134 888

CG 011 063

Altshuler, Diane C.

A Rationale for a Counseling Program Designed Uniquely for International Students.

Pub Date [76]

Note—11p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjustment (to Environment), *College Students, Counseling Goals, *Counseling Programs, Counselor Role, *Cultural Isolation, *Foreign Student Advisers, *Foreign Students, Higher Education, Program Proposals, Student Needs, Student Personnel Services

This paper outlines the broad scope of difficulties that international students encounter upon their arrival at an American institution. These students are confronted with unfamiliar customs, unappetizing food, a novel educational system, loneliness and isolation, communication difficulties, prejudice, confusion about relationship building, and lack of knowledge about social and student etiquette and American survival skills. Colleges provide a variety of support services for the incoming American freshman student, but all too often ignore the unique problems of the foreign student. Institutions that expect to serve adequately the international student population need to provide an ongoing counseling program designed specifically for students from abroad. (Author)

ED 134 889

CG 011 064

Cobb, William, Jr.

The Relationship Between Quality of Employment and Job Satisfaction Among Black and White Workers.

Pub Date 73

Note—20p.; Paper appears as Chapter 18 in R. Quinn, et al., "Chronicles of an Unfinished Enterprise." Ann Arbor, Michigan, Survey Research Center, 1973

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Environmental Influences, *Job Satisfaction, *Organizational Climate, Psychological Studies, *Racial Differences, Social Systems, *Systems Approach, *Work Attitudes, *Work Environment

The principal objectives of this paper were to identify variations in the quality of a worker's employment in explaining the sources of job satisfaction and their applicability to subsamples of the workforce. More importantly, utilizing racially distinct subsamples allowed for the results to suggest which of two traditional approaches for predicting the attitudes of black workers was more likely to be appropriate. Within a "personality-deficit" approach to the understanding of black workers, little correspondence was expected between measures of Quality of Employment and measures of Job Satisfaction. The associations between these two measures were expected to be lower among black than among white workers. A social systems approach, however, predicted a more direct relationship between working conditions and job attitudes. It was expected that among black workers, one's job satisfaction would correspond to the amount of his or her Quality of Employment and that

there would be no difference between the races in the associations between Quality of Employment and Job Satisfaction. With regard to overall Job Satisfaction and Quality of Employment, the results provided no support for a "personality-deficit" approach. The findings indicated that the lower Job Satisfaction of black workers paralleled their poorer Quality of Employment. For both black and white workers Quality of Employment explained a substantial amount of the variance in Job Satisfaction scores. (Author)

ED 134 890 CG 011 065

Gange, J. J. And Others
Habituation and Sensitization to Filmed Violence.
Pub Date 76

Note—14p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aggression, *Arousal Patterns, Behavior Patterns, Comparative Analysis, Correlation, *Emotional Response, *Habit Formation, *Physiology, Psychological Studies, *Television Viewing, *Violence
Identifiers—Sensitivity Analysis

In an extension of an earlier study by Cline, Croft, and Courrier (1973) the effects of amount of television viewing and preference for televised violence upon autonomic responses to violent and nonviolent videotaped movie sequences were examined. Thirty-six male undergraduates watched a six-minute portion of a boxing film and a six-minute portion of a nonviolent sporting events program. Heart rate and skin resistance were monitored and the highest, lowest, and average skin resistance and the number of skin resistance responses for each of the 12 30-second segments of each film were obtained. Subjects were divided into the following four groups on the basis of pre-experimental questionnaires and logs they had kept of their TV viewing behavior: high/low viewing time x high/low preference for violent programming. The results supported the study's hypotheses: heart rate and average skin resistance differed between high and low viewing time and viewing preference groups, and the effects were stronger in response to the violent than to the nonviolent film. For the boxing film, both heart rate and average skin resistance were greater for low viewing time and high preference for violence subjects. The directions of the findings are interpreted within a habituation-sensitization inverted "U" model. The implications of the findings for human aggression and their relationship to aggression research done by experimental social psychologists is discussed. (Author)

ED 134 891 CG 011 066

Goldstein, Harriet And Others
A Model for the Operation of a Group Residence for Emotionally Disturbed Children.

Pub Date Mar 76

Note—33p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (53rd, Atlanta, Georgia, March 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, Demonstration Programs, *Emotionally Disturbed Children, *Females, Group Living, Models, Program Descriptions, Program Evaluation, *Residential Programs, Secondary Education, *Sociopsychological Services

This material describes the philosophical considerations and the component parts of a group home for adolescent girls. The roles of the treating staff, as well as the approaches to treatment, are described. Research findings of a follow-up study of all girls in care from 1959-1969 is briefly outlined. (Author)

ED 134 892 CG 011 067

Kress, Gary
Aptitude Level and Performance on Intramodal and Intermodal Form Discrimination Tasks.
Technical Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No.—HumRRO-TR-73-7

Pub Date Mar 73

Contract—DAHC-19-73-C-0004

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aptitude, Cognitive Ability, Comparative Analysis, Educational Research, *High

Achievers, *Low Ability Students, *Military Personnel, *Performance Factors, Task Performance

The increased number of marginal aptitude trainees inducted into the Army has created the need for adequately and efficiently training these men. This report presents the finding of research that compared high and low aptitude men—classified on the basis of scores from the Armed Forces Qualification Test (AFQT)—on two form discrimination tasks that required both intramodal and intermodal functioning. One experiment required the men to make a simultaneous discrimination of meaningless forms, using vision and touch. A second experiment repeated the first and introduced a delay period between the presentation of the standard and comparison stimuli. The results showed that, as a group, high aptitude men performed consistently better than low in both experiments. Analysis of verbal reports of the subjects indicated that the majority of the high aptitude men used higher order processing or learning strategies that enabled them to make more accurate matches. The results indicated that training in the organization of stimulus inputs into mediational units holds promise as an approach to helping low aptitude people improve their organizational and information processing skills. (Author)

ED 134 893 CG 011 068

Young, Philip B.
Acoustic-Associative Memory Attribute Dominance Predicted by Age and SES.

Pub Date Sep 76

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age, *Associative Learning, *Aural Learning, *Children, Developmental Psychology, Learning Processes, *Memory, Psychological Studies, *Recognition, Socioeconomic Status

The present experiment investigated memory attribute dominance in young children by measuring false recognition responses to associatively and acoustically related words. Second- and sixth-grade children, half of whom were high SES and half low SES, served as subjects. Following Underwood (1969), a shift from acoustic to associative memory attribute dominance was predicted for both the age and social class variables. Contrary to expectations, more associative false recognitions were found at both grade and social class levels. Negative correlations between the associative strength and false positives to associatively related words were also found. Implications for the developmental shift hypothesis are discussed. (Author)

ED 134 894 CG 011 069

Young, Marjorie
Lonely Parents: Observations by Public Health Nurses of Alienation in Child Abuse.

Pub Date [76]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Abuse, *Family Influence, Family Problems, *Individual Power, *Locus of Control, Maladjustment, *Parent Child Relationship, Psychological Studies, Role Conflict, *Social Isolation

Identifiers—*Alienation

Public health nurses (n=191) were queried regarding their observations of alienation in families who abuse their children. Comparison was made of social isolation and powerlessness in abusive families and a control group of non-abusive families, through the Internal-External Locus of Control Scale and FIRO-B, with significant differences noted in both social isolation and powerlessness. Nurse respondents provided additional information for comparison regarding support systems available to families in times of crisis, numbers of friends, communication with spouses, and integration into the community. Interferences in learning of the parental role was assessed through a number of indicators including ability to deal with the child's behavior and the parent's unrealistic expectations of the child. All of the hypotheses were sustained with the exception of the unrealistic expectations of the child, which only partially discriminated at a significant level of confidence. (Author)

ED 134 895 CG 011 070

Vogel, Fred J.

Counselor Certification Requirements for the Fifty States of the United States.

Pub Date 1 Jun 76

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Certification, *Counselor Certification, Counselor Training, Educational Trends, *National Surveys, *State Departments of Education, *State Standards

This survey is the second revision of a study first conducted in 1967. Information was collected from a survey of certification bulletins from each of the state departments of education. The information and its format have been checked by the various states for accuracy. Following the certification requirements, the author has included a section on trends and projections where he compares certification requirements in 1976 with those found during the two previous surveys, and analyzes future trends. (Author/HMV)

ED 134 896 CG 011 071

Thornton, Billy Linnstaedter, LaNelle
Effects of Perceived Attractiveness and Sex-Role Interests on Interpersonal Attraction.

Pub Date [75]

Note—24p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Science Research, *Discriminatory Attitudes (Social), *Females, *Interaction Process Analysis, Interpersonal Competence, *Interpersonal Relationship, Research Projects, Role Theory, *Sex Role, Social Relations, Work Attitudes

Identifiers—*Interpersonal Attraction

Subjects (40 male, 40 female) viewed a videotaped "interview" with a competent female stimulus person (SP) who appeared to be sex-role congruent or incongruent and was either physically attractive or unattractive. Interpersonal attraction (Likability) was assessed by objective questionnaires. Subjects' sex and attitudes toward women were included in data analysis. Physical attractiveness had the only consistently reliable effect on Likability of the SPs with the more attractive being preferred over the unattractive regardless of sex-role interests. Evaluation of SP's competence and employee preference were found to be a function of both attractiveness and sex-role interests: attractive SPs were attributed greater competency and were preferred as employees as were incongruent SPs, an interaction between the two was also present. The lack of a role-congruence effect on Likability led to the conclusion that physical attractiveness masked the presence of sex-role interests with Likability determined primarily by attractiveness. However, the competence and employee preference analyses suggest that traits may be differentially evaluated according to the situation to which consideration is given (e.g., a social vs. a work relationship). When attractiveness and sex-role interests vary, perhaps a distinction should be maintained between liking in social and work-related instances. (Author)

ED 134 897 CG 011 072

Thompson, Anthony P. Hutchinson, Gail E.
Refinement of a Follow-Up Questionnaire Designed to Measure Counseling Process and Outcome.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the Ontario Psychological Association (London, Ontario, 1976) and the Annual Meeting of the Canadian University and College Counseling Association (St. Catharines, Ontario, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, College Students, *Counseling Effectiveness, *Counseling Goals, Evaluation Methods, Follow-up Studies, Higher Education, *Measurement Instruments, *Questionnaires, *Test Construction, *Validity

A counseling service follow-up questionnaire was constructed to include both process and outcome measures. The questionnaire was mailed to students who had been counseled at a university counseling centre. The follow-up results from 207 students provided global evidence of students'

satisfaction with treatment. In order to refine and shorten this initial questionnaire and to provide more than simply a global measure of client reaction, the original items were evaluated on the basis of three criteria. In the first place, items were chosen if they were answered at least 90% of the time in the appropriate response format. Secondly, the items were required to show concurrent validity in that they permitted meaningful discriminations to be made between practicum and experienced counselors. Thirdly, the items chosen permitted an understanding of the relationship between counseling process and outcome. This refinement process led to the identification of a core set of 31 questions and related measures which provided a valid data base for service accountability. The items also provided information concerning process and outcome variables having potential implications for effective counseling. (Author)

ED 134 898

CG 011 073

Stranges, Richard J.

Creative Imagery in Marital Counseling: An Outgrowth of Adlerian Concepts.

Pub Date [Aug 75]

Note—8p.; Best copy available; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, Behavior Problems, *Counseling Theories, *Creative Thinking, *Helping Relationship, *Imagery, *Individual Psychology, Interpersonal Relationship, Life Style, *Marriage Counseling, Psychotherapy

Adlerians believe that change of any lasting value has a fundamental dependency on the client's awareness of how he incorrectly processes data in his life; he must develop the insight necessary to correct the errors in his life style. Also, the therapist must know the goals of the client's behavior in order to make relevant comments in therapy. While Adlerians emphasize the relationship with the therapist as the vehicle for bringing the client to important insight they are cognizant of the fact that the client often attempts to gain control of the treatment, sometimes by dwelling on his pain or by threatening impending disaster. An Adlerian technique, often written and spoken about, is called "imagery." The purpose of this technique is to help the client understand the reasons for his maladaptive behavior to gain greater insight into the manner in which he is processing data. Generally, the process is one in which the therapist associates the life style behavior which the client either appears to be unaware of or is aware of yet unwilling to change with some concrete image or example of this behavior. This procedure is particularly useful in helping couples or one member of an intimate relationship to make life decisions. Case examples are presented. (Author/KS)

ED 134 899

CG 011 074

Sippelle, R. Carl Ascoug, James C.

The Induction of Euphoric and Dysphoric States with Induced Affect.

Pub Date [May 76]

Note—13p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adaptation Level Theory, *Affective Behavior, *Behavior Change, College Students, Emotional Experience, *Emotional Response, Experimental Psychology, Motivation, Personality Studies, *Physiology, *Research Methodology

Three induced affect (IA) studies are reported. Their goal was the development of a methodology for inducing and quantifying specific affective states in a controlled setting, with the ultimate purpose of making the detailed study of affective states more feasible. Euphoric by moderate autonomic activation were elicited with cue manipulation in the IA paradigm in subjects differing in level of adjustment. Physiological (pulse and respiration rate) and self-report measures were employed, and these proved sensitive to transitory changes in euphoric and dysphoric states. Suggestions are offered for the application of these methods. (KS)

ED 134 900

CG 011 075

Shadish, William R., Jr. Zarle, Thomas

Development of a Behavioral Affective Relationship Scale for Encounter Research.

Pub Date 3 Sep 76

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, Behavioral Science Research, *Behavior Rating Scales, College Students, Emotional Response, Group Dynamics, Human Relations, Personality Tests, *Reliability, Research Methodology, *Sensitivity Training, *T Groups, *Validity

The paper outlines several studies over a two-year period to develop a self-report and observational measure of sensitivity/encounter group outcome. The initial form of the scale was taken from McMillan (1971) who developed a measure of 16 categories of group outcome; McMillan's work indicated the scale had high reliability. Subsequent study supported somewhat the validity of the scale, but also indicated several areas where the scale could be improved. The scale was shortened and given a checklist format; validity was again supported in further studies. Finally, the scale was converted to behavioral items, submitted to a large sample for item and factor analysis calculations. This form yielded high reliability, and 11 factors from an image analysis solution. Extensive forthcoming research to further investigate the reliability and validity of the scale was outlined. It was concluded that the scale assessed a number of small factors relating to effective functioning in interpersonal relationships which facilitate intimacy. (Author)

ED 134 901

CG 011 076

Saarni, Carolyn Thayer, Stephen

Developmental Changes in Children's Inferential Explanations of Nonverbal Social Interaction.

Pub Date Apr 76

Note—18p.; Paper presented at the Annual Convention of the Eastern Psychological Association (47th, New York, N.Y., April 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, *Age Differences, *Child Development, *Communication (Thought Transfer), Developmental Tasks, Interaction, Interpersonal Relationship, *Interpretive Skills, *Nonverbal Communication, Psychological Studies, Verbal Development

Forty-eight middle-income children, equally divided as to sex, looked at a sequence of animated films in which a pair of male figures underwent a change in facial affect. Three questions were posed: (1) Could a qualitative-structural analysis be applied to the kinds of explanations given by the children to account for changes in facial affect? (2) Is there a relationship between age and the kinds of explanations given? and (3) is there a relationship between a child's level of verbal skill and the nature or social complexity of the explanation offered? The verbal skill measure used was the Peabody Picture Vocabulary Test (PPVT). The results indicated that four basic categories of explanation emerged: (1) mere description, no explanation given; (2) impersonal events or situations cause expression change; (3) third person directly affects the dyad and thus causes facial expression change, and (4) interpersonal relations within the dyad account for expression change. Six- and eight-year olds gave significantly more category 1 responses, and the ten- and twelve-year olds gave significantly more category 4 explanations. Significant age effects were found for the PPVT; however, when the PPVT scores were covaried in a multivariate analysis of variance for age differences in category of explanation offered, significant age differences were still maintained on type of explanation given. Intercorrelations of PPVT and category scores were also undertaken with zero to moderate relationships the result, depending on the age group. No sex differences were found in any of the data. (Author)

ED 134 902

CG 011 077

Rumelhart, David E. Norman, Donald A.

Accretion, Tuning and Restructuring: Three Modes of Learning. Report No. 7602.

California Univ., La Jolla. Center for Human Information Processing.

Spons. Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Aug 76

Contract—ARPA-2284; N00014-76-C-00628

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstraction Levels, *Cognitive Processes, Concept Formation, *Information Processing, Information Utilization, *Interpretive Skills, Learning Characteristics, *Learning Processes, *Learning Theories, Memory, Psychological Studies, State of the Art Reviews

Learning is not a simple unitary process. This paper identifies three qualitatively different phases of the learning process. In one phase, the learner acquires facts and information, accumulating more structures onto the already existing knowledge structures. This phase of learning is adequate only when the material being learned is part of a previously understood topic: the appropriate memory schemata already exist. In a second phase, the learner must devise new memory structures to interpret the material that is to be acquired. This is the most difficult and the most significant form of learning, for it marks the acquisition of truly new conceptualizations about a topic matter. The third phase of learning involves a continual process of modification: both constraining and generalizing the knowledge within the schemata of memory. This stage of learning does not increase the formal content of one's knowledge, but it makes the use of the knowledge more efficient. Thus, although a beginner and an expert might both perform a task with perfect accuracy, there is a marked qualitative difference between the performance of the two. Three different mechanisms that seem to be responsible for the different phases of the learning of complex topic matters—accretion, restructuring, and tuning are proposed. (Author)

ED 134 903

CG 011 078

Reynolds, Thomas J.

The Analysis of Dominance Matrices: Extraction of Unidimensional Orders Within a Multidimensional Context. Technical Report No. 3.

University of Southern California, Los Angeles. Dept. of Psychology.

Spons. Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Jun 76

Contract—N00014-75-C-0684

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Discriminant Analysis, *Factor Analysis, Item Analysis, Matrices, *Models, *Multidimensional Scaling, Nonparametric Statistics, *Psychometrics, Social Science Research, *Statistical Analysis

A method of factor extraction specific to a binary matrix, illustrated here as a person-by-item response matrix, is presented. The extraction procedure, termed ERGO, differs from the more commonly implemented dimensionalizing techniques, factor analysis and multidimensional scaling, by taking into consideration item difficulty. Utilized in the ERGO procedure is the calculation of a dominance matrix which, for either persons or items, has the important attribute of allowing directionality to be inferred between relations. ERGO iteratively adds items together, resulting in the construction of various sets of implicative chains representing dimensions. Having constructed these chains, the ERGO procedure orders the chains in terms of maximal number of items contributed. The chain evaluation procedure can best be explained as an attempt to maximize the number of items accounted for in a given dimensional solution. To give additional understanding of the ERGO process, an empirical example which utilizes social distance items (Bogardus, 1925) paired individually with three ethnic groups was analyzed for respondents representing four ethnic groups. The results demonstrated the ability of ERGO to (1) group items referring to the same ethnic group; (2) uncover hierarchically graded orders within each chain; (3) select the three chains that corresponded to the three ethnic groups; and (4) cluster individuals by ethnic group according to their scores. (Author/KS)

ED 134 904

CG 011 079

Nunez-Niebuhr, Virginia A. Jones-Molfese, Victoria

Two Operations in Class Inclusion: Part-Whole Comparisons and Hierarchical Classification.

Pub Date May 76

Note—10p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Child Development, *Classification, Cluster Grouping, *Concept Formation, Developmental Tasks, Elementary School Students, Information Processing, *Intellectual Development, *Performance Factors, *Psychological Studies, Research Methodology, *Task Performance
Piaget, in describing the sequence of classificatory development, describes class inclusion as composed of two processes; hierarchical classification and post-whole comparisons. In the experiment reported here, elementary school children, trained in the concept of sets in first grade mathematics were given a task where they were required to assess a relationship between majority subclass and its superordinate class. Second and third graders were significantly more capable than were first graders, but no sex differences were indicated. Performance on the relational assessment task, (Hierarchical classification of subsets and superordinate sets) was better than performance on the traditional task where subjects compared subordinate and superordinate sets. (KS)

ED 134 905 CG 011 088

Hoyt, Kenneth B.
The School Counselor and Career Education.
HEW Monographs on Career Education.
Office of Education (DHEW), Washington, D.C.
Report No.—HEW-(OE)-76-00506
Pub Date 76
Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$.55, Stock Number 017-080-01528-5, \$1.00 Minimum charge for each mail order)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Career Education, *Career Planning, *Counseling Centers, *Counseling Programs, *Counselor Functions, Counselor Role, *Educational Policy, Elementary Secondary Education, State of the Art Reviews

This consensus document includes 12 reports of career education counselors representing K-12 programs in diverse geographic areas and levels. Concerns, advice, and recommendations of experienced counselors stress the counselor as a pivotal person in career education. The monograph reviews U.S. Office of Education policy, and emphasizes the roles and functions of counselors as well as practical considerations for programs. (SBP)

ED 134 906 CG 011 089

Hines, Terence M. Posner, Michael I.
Slow But Sure: A Chronometric Analysis of the Process of Aging.
Pub Date [75]

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Age Differences, *Manpower Utilization, *Performance Factors, *Psychological Tests, Research Projects, *Senior Citizens, Speeches, *Task Performance

A change commonly found in older persons is a general tendency for responses to external stimuli to be slowed. The document includes a review of theoretical approaches to the explanation of slowing on cognitive tasks that occur with age, and reviews the methodology of a two-part experimental study of 45 subjects. The study reports a letter-matching reaction time task to investigate the relative contributions of attentional factors, pathway effects, and motivational factors to the overall slowing seen with age. Older subjects (mean age 63.5) are found to be more accurate than younger subjects (mean age 20.0) who demonstrate greater speed but more errors. Feedback is shown to affect performance on the part of younger subjects who report pacing themselves. Statistical treatment of the data by cost benefit analysis indicates no significant difference in the time course of costs and benefits between younger and older subjects. (Author/SBP)

ED 134 907 CG 011 106

Neiswander, Lenore
Maximizing Your Training Efficiency: The Application of Behavioral Principles to Job Training (Workbook).
Mobilization for Youth, Inc., New York, N.Y.
Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—PB-214-018

Pub Date Nov 72

Grant—DL-82-36-71-07

Note—69p.; For training manual, see ED 076 837

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$3.00, MF \$0.95, Order Number PB-214 018)

Document Not Available from EDRS.

Descriptors—*Group Dynamics, Industrial Training, *Job Training, Management Education, *Manpower Development, Positive Reinforcement, *Skilled Workers, *Supervisory Training, *Vocational Training Centers, Workbooks

This workbook for work supervisors is designed to be used in conjunction with the training manual. (Author)

ED 134 908 CG 011 110

Obozov, N.N.
Optimum Selection and Recruitment Problem for Student Academic Groups Process.

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-66677

Pub Date 27 Jan 76

Note—18p.; Vestnisk Leningradskogo Universiteta, No. 17, 1975, Leningrad

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$3.50, MF \$2.25, Order Number JPRS-66677)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Foreign Countries, Group Dynamics, Group Structure, Guides, Higher Education, *Social Systems, Student Behavior, *Students

Identifiers—*Collectivism, *USSR

The report contains topics included in a plan for research on academic groups and collectives which might be as follows: The mechanism for regulating the effectiveness of people's interactions and conditions governing the selection and recruitment for academic groups and collectives; Methods of evaluating the social-psychological characteristics of students; Structural characteristics of units (groups, classes) and their relation to academic success. (Author)

ED 134 909 CG 011 113

DeLuca, L. And Others
Aging: An Annotated Guide to Government Publications. The University of Connecticut Library Bibliography Series, Number 3.

Connecticut Univ., Storrs, Library.

Pub Date Sep 75

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annotated Bibliographies,

Economic Disadvantage, Ethnic Groups, *Gerontology, *Government Publications, Health Needs, Housing Patterns, Milieu Therapy, *Needs, Population Distribution, Program Descriptions, Program Evaluation, *Retirement, *Senior Citizens

This annotated guide to Government publications includes foreign as well as federal and state documents. The period from 1960-1974 is covered, highlighting the most significant publications. Sections are: bibliographies, comprehensive studies, demographics, the aging process, the quality of life, employment of older workers, retirement, pension plans, social security and medicare, health care, mental health, long-term care, economic problems, legal problems, housing, nutrition, transportation and mobility, safety, consumer problems, minorities, volunteer programs and government programs/conferences. (SBP)

ED 134 910 CG 011 115

Latta, R. Michael And Others
Relation of Properties of Causal Attribution and Success Feedback to Performance Efficiency.

Pub Date 6 May 76

Note—21p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attribution Theory, Experimental Psychology, *Feedback, Higher Education, Learning Theories, *Motivation, *Paired Associate Learning, *Performance, *Positive Reinforcement, Research, Verbal Learning

This study (N#160 males) examined the cognitive and behavioral effects of overt success feedback on subjects high and low in resultant achievement motivation (RAM). The cognitive effects of overt success feedback were investigated by requesting attributions to effort, ability, luck, and task difficulty concerning performance on a digit-symbol substitution task. Employment of a transfer design indicated overt success feedback to have an incentive motivation effect on performance efficiency at a subsequent verbal learning task. The results were interpreted within the general learning theory framework combined with the achievement and test anxiety models. The interpretation offered considers the various experimental conditions as sources of motivation. Overt success feedback is regarded as a source of incentive motivation, high RAM subjects are viewed as motivated by competition against standards of excellence, low RAM subjects are regarded as motivated by a threatening testing situation, and the attribution process is viewed as a cue defining the situation as achievement oriented. (Author)

ED 134 911 CG 011 117

Richardson, Mary S. And Others
Vocational Maturity and Career Orientation in College Women.

Pub Date Apr 76

Note—20p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Choice, *Educational Objectives, *Females, Maturity Tests, *Occupational Choice, Questionnaires, Research Projects, *Role Conflict, Speeches, *Vocational Maturity, Work Attitudes

Two studies, the second essentially a replication of the first, were conducted to clarify the meaning of vocational maturity in female career development. The sample consisted of 55 college women in the first study and 145 women in the second study. Correlational analysis examined the relationship of vocational maturity, using the Career Maturity Attitude Scale, to career orientation variables. The career orientation variables included a measure of work role salience, the Desire to Work Scale, and three measures of occupational role innovation: level and traditionality of occupational choice, and educational aspiration. While no significant relationship between career orientation variables and vocational maturity was obtained in the first study, work role salience was positively related to vocational maturity in the second study. Correlation matrices of the career orientation variables in both studies revealed that the two dimensions of career orientation are independent in college women. Results are discussed in the context of Crites' theoretical model of vocational maturity and current expectations for female career participation. Implications for further research in female career development are presented. (Author)

ED 134 912 CG 011 118

Robins, Lee N.

The Vietnam Drug User Returns. Final Report. Special Action Office Monograph, Series A, Number 2, May 1974.

Spons Agency—Special Action Office for Drug Abuse Prevention, Washington, D.C.

Pub Date May 74

Contract—HSM-42-72-75

Note—172p.; Actual date of final report is September, 1973.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$2.10)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Adjustment Problems, Drinking, *Drug Abuse, Drug Addiction, *Enlisted Personnel, *Environmental Influences, Interviews, Marihuana, Military Service, *Narcotics, *Predictor Variables, Research Projects

Identifiers—*Vietnam Veterans

This report, based upon case records and follow-up interviews with 965 U.S. Servicemen returning from Vietnam investigates: (1) the availability and utilization of narcotics, marihuana and alcohol in Vietnam; (2) the psychosocial and demographic predictors of pre- and post-Vietnam narcotic use; and (3) the post-Vietnam adjustment difficulties of drug users. The interviews ex-

plore the returnees' past and present motivations for using drugs, complications of drug use, family problems, job history, depressive symptoms, psychiatric treatment in and out of the service, and disciplinary action in service. In addition, the interviews cover the personal histories of the servicemen over five time periods: before service; in service before Vietnam; in Vietnam; in service after Vietnam; and since discharge. The report includes the returnees' suggestions as to how the army should cope with widespread drug use among servicemen as well as the types of services that should be offered to Veterans. (NWS)

ED 134 913 CG 011 150

Weinrach, Stephen G.

Outcome Research: Implications for Counseling in the Elementary School.

Pub Date Oct 76

Note—82p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Affective Objectives, Behavioral Counseling, *Counseling, *Counseling Effectiveness, *Counselor Evaluation, Elementary Education, Elementary School Counseling, Guidance Objectives, Junior High Schools, *Program Evaluation, Research Design

Reviews of the literature suggest the need for research of outcomes of school counseling. This document attempts to speak to this problem. Section One reviews studies in methods of evaluating counselor behavior and counseling outcome. It proposes a counselor task survey which would involve counselors, parents, clients, and teachers in elementary schools in designing their own instruments to measure counselor effectiveness. Section Two describes specific methods by which valuing of counseling by students in a middle school can be produced and evaluated in behavioral terms. Section Three presents the results of a questionnaire study designed to determine the extent to which 325 students at a middle school displayed approach behavior towards their new counselor. The results showed that on most items a majority of students displayed approach behavior. (MPB)

ED 134 914 CG 011 153

Conger, D. Stuart

Social Inventions: Saskatchewan NewStart.

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date 74

Note—300p.; 5th Edition

Available from—Information Canada, Box 1565, Prince Albert, Saskatchewan, Canada (HC \$3.95)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Administrative Policy, Adult Education, Change Agents, *Change Strategies, *Futures (of Society), Innovation, *Mental Health Programs, Organizational Effectiveness, Outreach Programs, Program Descriptions, *Research Needs, Social Action, *Social Change

Identifiers—*Canada

Social invention is defined as any law, organization, or procedure that changes the ways in which people relate to each other, either individually or collectively. The author discusses the dynamics of social invention and proposes specific social policy changes needed in Canada in such areas as mental health, educational outreach programs, and social science research. The second half of the book catalogues historically significant social inventions and proposes an agenda for social inventions in the future. (MPB)

ED 134 915 CG 011 154

Wilson, Joe C.

Spalding Junior High, Unit 1 Dropout Prevention Program. Maxi 2 Practicum.

Pub Date 9 Apr 76

Note—78p.; Ed. D. Dissertation, Nova University; Best Copy Available, some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Alternative Schools, *Discipline Problems, *Dropout Identification, *Dropout Prevention, *Educationally Disadvantaged, Educational Strategies, *Family School Relationship, Parent Counseling, Parent Teacher Conferences, Program Descriptions, Secondary Education, Truancy, Vocational Education

The purpose of this practicum was to develop strategies to reduce the dropout rate at Spalding Junior High, Unit 1, Griffin, Georgia. Potential

dropouts were identified and specific strategies were used to assist students in solving problems which caused them to become potential dropouts. Some of the strategies developed were: (1) faculty intervention with dropout prevention plans; (2) positive identification of potential dropouts; (3) personal counseling of selected students; (4) parental counseling; and (5) placement of students in alternative schools. The dropout rate was reduced from 11.58% to 5.26% as a result. Of the 95 potential identified dropouts, 23 remained in school. Teacher attitudes towards the potential dropout have shown improvement. The potential dropout has also shown more interest in school activities as a result of the instituted strategies. (Author)

ED 134 916 CG 011 157

Hicks, Lou E.

Rape Crisis Counseling.

Pub Date Mar 76

Note—6p.; Paper presented at the Annual Conference of the National Association of Women Deans, Administrators, and Counselors (60th, New Orleans, Louisiana, March 18-21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Centers, *Counselor Training, *Crisis Therapy, Program Descriptions, *Rape, Role Playing, Speeches, *Training Techniques, *Volunteer Training

Rape crisis counseling at the New Orleans Y.W.C.A. is provided on a 24 hour basis by a staff of two professionals and 30 volunteers who counsel persons calling the rape crisis line. The caller's confidentiality is strictly maintained. In approximately 36% of the calls which involve crimes not reported to the police, callers are encouraged but never pressured to report the crime. Volunteer training procedures are briefly described, as are linkages with other agencies. (Author)

ED 134 917 CG 011 158

Karraker, R. J.

Three Case Studies of Behavior Therapy with University Students.

Pub Date [76]

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Counseling, *Behavior Change, Case Studies, *Conditioning, *Helping Relationship, Higher Education, *Individual Psychology, Psychological Studies, Speeches

Three studies of behavior therapy by a therapist who was also the clients' instructor are reported. All of the clients defined target behaviors, collected data, and implemented procedures to modify the behaviors. The data were brought to each session for analysis and revision each week. Case 1 reported modification of stealing behavior, where both impulses to steal and actual stealing behaviors were reduced. Time spent in negative self-evaluations was also decreased. Case 2 involved decreasing sulking behavior over a spouse's marital infidelity. Case 3 presented modification of job satisfaction, resulting in an increase of smiles, verbal behavior, i.e. initiating conversations, and contact with colleagues. (Author)

ED 134 918 CG 011 160

Medler, Byron W. Wallace, David W.

The Utilization of the Time Extended Group Experience in Counselor Education Practicum Training.

Pub Date [75]

Note—9p.; Paper presented at the Annual Convention of the Texas Personnel and Guidance Association (Brownsville, Texas, October 8-11, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Clinical Experience, *Counselor Training, *Group Experience, Higher Education, Interaction Process Analysis, *Peer Groups, *Practicum Supervision, Program Descriptions, Psychoeducational Processes, *Sensitivity Training, *Training Techniques

The time extended group experience is recommended for counselor education practicum training for the following reasons: (1) students receive an intense emotional experience that gives them insight into themselves as well as their clients and peers; (2) the class develops a strong group cohesiveness; (3) the supervisors are perceived as real

people; (4) students are able to see supervisors in the counselor role and model their behavior; and (5) the method is well-suited to groups ranging in number from 12 to 17. (Author/MPB)

ED 134 919 CG 011 161

Phelps, Donald G.

Issues in Primary Prevention in Substance Abuse.

A Statement.

Pub Date Sep 76

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alcohol Education, Drinking, *Drug Abuse, *Financial Needs, Foundation Programs, *Health Education, Health Programs, *Prevention, Public Support, Research Needs, Speeches

The purpose of the National Institute on Alcohol Abuse and Alcoholism is to reduce the incidence of social, psychological, and health problems due to the use of alcohol. Soliciting financial support for primary prevention programs is difficult because of: (1) Federal, state, and local revenues derived from sales of alcoholic beverages; (2) The power of the alcohol beverage industry; (3) The lack of data measuring the effectiveness of such programs; (4) The lack of longitudinal studies; and (5) The structure of international trade and tariff agreements. (Author)

ED 134 920 CG 011 163

Sherman, Julia A.

Girls' Attitudes Toward Mathematics: Implications for Counseling.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Grant—SMI-74-18708

Note—12p.; Page 9 was removed from this document prior to being submitted to EDRS at the author's request; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Females, *Mathematics Education, Research Projects, Secondary Education, *Sex Differences, Sex Role, *Sex Stereotypes, Speeches, *Student Attitudes, Student Teacher Relationship

To test whether the traditionally inferior performance in mathematics of girls relative to boys is the result of sex stereotyping, 2,000 sixth- to twelfth-grade boys and girls were administered tests in mathematics aptitude and tests to measure the strength of sex-role stereotyping. The results showed that at all levels subjects displayed no sex-related differences in their aptitude for mathematics, but subjects of both sexes tended to see mathematics as a male domain. On the attitudinal measures, girls at all levels showed less confidence in their mathematical abilities than did boys. (MPB)

ED 134 921 CG 011 170

Beckman, Linda J.

Values of Parenthood Among Women Who Want an Only Child.

Pub Date Sep 76

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Children, *Family Planning, *Females, *Mother Attitudes, *Motivation, Parent Child Relationship, *Personal Values, Research Projects, Social Factors, Values

Identifiers—*Only Children

The desire for only one child runs counter to the prevailing social norms, and understanding of such mothers' motives may illuminate their interactions with and influences on the only child. In the present study a sample of 583 married women aged 18 to 49 was interviewed to examine (1) the incidence of women desiring only children and the sociodemographic factors associated with this desire, and (2) the relative rewards and costs of parenthood as perceived by women desiring various family sizes. Previous researchers' findings were confirmed, showing that the desire to have only one child is not common. However, no significant sociodemographic differences were

discovered differentiating women desiring various family sizes. On the positive values of parenthood, women desiring an only child feel intermediate between those desiring no children and those wanting two or more children. On the negative values the findings generally supported the hypothesis that women desiring only one child were more concerned about additional children reducing their freedom and alternative role options than were women wanting two or more children. Finally, it was shown that women desiring only children rated the personal benefits of parenthood involving the relationship between parent and child as high as did other women. (Author)

CS

ED 134 922

CS 002 714

Social Studies and Reading.

Florida State Dept. of Education, Tallahassee.

Pub Date 75

Note—52p.

Available from—Early Childhood and Elementary Education Section, Dept. of Education, Center Building, Tallahassee, Florida 32304 (Write for price)

Document Not Available from EDRS.

Descriptors—*Content Reading, Elementary Secondary Education, Informal Reading Inventory, Readability, *Reading Improvement, *Reading Skills, *Social Sciences

This booklet was designed to acquaint social studies teachers with the meanings of some of the terms used in reading which are related to social studies, to acquaint these teachers with the reading skills that can be taught and/or reinforced through social studies activities, and to provide a source of a model of such activities. Activities are outlined for vocabulary development, comprehension skills, critical reading, and study skills. An appendix contains a group reading inventory in social studies, a description of a cloze technique for evaluating student reading comprehension, a copy of a SQ3R (survey, question, read, recite, and review) study method for content reading, a procedure for teaching outlining skills, and a Fry Readability Graph for determining the suitability of a book for a student. (JM)

ED 134 923

CS 002 728

Science and Reading.

Florida State Dept. of Education, Tallahassee.

Pub Date 75

Note—32p.

Available from—Early Childhood and Elementary Education Section, Dept. of Education, Center Building, Tallahassee, Florida 32304 (Write for price)

Document Not Available from EDRS.

Descriptors—*Content Reading, Elementary Secondary Education, Informal Reading Inventory, Readability, *Reading Improvement, *Reading Skills, Science Activities, *Science Education

This booklet is designed to help science teachers who would like to improve the reading skills of their students. The first section of the booklet has three purposes: to acquaint the science teacher with meanings of terms related to reading in science, to acquaint the teacher with reading skills which can be taught and/or reinforced through science activities, and to provide a source of such activities. The second section is an informal inventory to help the teacher diagnose the skill areas in which a student needs help, and the third section contains a Fry Readability Graph to help the teacher determine the suitability of books for individual students. (JM)

ED 134 924

CS 003 175

Morrison, Coleman Austin, Mary C.

The Torch Lighters Revisited.

International Reading Association, Newark, Del.

Pub Date 77

Note—104p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 933, \$3.50 member, \$4.50 non-member)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Practice, Educational Research, Higher Education, Program Descriptions, *Program Evaluation, *Reading, School

Surveys, *Teacher Education Curriculum, *Teaching Programs, Undergraduate Study

This volume provides a follow-up of a 1961 study which was undertaken to determine how well 74 colleges and universities were preparing prospective reading teachers. Questionnaires were mailed to 220 schools to determine the extent to which the 22 original, published recommendations had been implemented. Chapter one outlines data gathered from the 161 respondents' questionnaires, as well as from in-depth interviews conducted at 50 of the schools: a majority of the recommendations were reported to be in effect. Chapter two assesses changes in teacher preparatory programs: over four-fifths of the respondents indicated that changes in scope and content of reading programs and in related experiences did take place. Chapter three details recommendations for the future as determined by respondents: slightly less than one-half provided suggestions. Chapter four introduces two descriptions of teacher education programs at the undergraduate level: a carefully planned competency-based alternative for the single reading course offered by one school and a program, based on suggestions from several schools, which reflects a number of promising practices. Appendixes list the schools surveyed, outline study procedures, and provide a copy of the questionnaire used. (KS)

ED 134 925

CS 003 176

Basile, Donald D. Long, Janice

Teaching Reading Skills in the Community College Class Room.

Pub Date 76

Note—10p.; Report prepared at the San Diego State University Study Skills Center

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Colleges, *Content Reading, Junior Colleges, Reading Ability, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Skills, Reading Tests, Student Attitudes, *Teaching Techniques

The diverse student population which characterizes most community colleges requires that its professors recognize new techniques for teaching communication skills to disabled learners. This paper offers junior college instructors in the content areas some techniques for improving the reading skills of their students and includes suggestions for assessing students' reading concerns and abilities, for presenting material and assignments clearly, and for helping students to acquire the necessary reading skills to complete assignments. Examples are provided of a reading and study skills attitude survey, of a cloze test for assessing reading ability, and of teaching techniques which use vocabulary, survey of text format, questions, and paraphrases. (KS)

ED 134 926

CS 003 178

Half, Henry M.

Graphical Evaluation of Hierarchical Clustering Schemes. Technical Report No. 1.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Grant—NIE-G-74-0007

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classification, *Cluster Analysis, Cluster Grouping, *Graphs, *Models, *Statistical Analysis

Identifiers—*Center for the Study of Reading (Illinois)

Graphical methods for evaluating the fit of Johnson's hierarchical clustering schemes are presented together with an example. These evaluation methods examine the extent to which the clustering algorithm can minimize the overlap of the distributions of intracluster and intercluster distances. (Author)

ED 134 927

CS 003 180

Goetz, Ernest T.

Sentences in Lists and in Connected Discourse. Technical Report No. 3.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Grant—NIE-G-74-0007

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Connected Discourse, Elementary Secondary Education, *Experiments, Higher Education, Learning Processes, Memory, Reading Comprehension, *Reading Research, *Recall (Psychological), *Sentences

Identifiers—*Center for the Study of Reading (Illinois)

The recent deluge of published studies employing sentences or connected discourse as the unit of study has left unsolved the question of whether the two types of materials are essentially similar or importantly different. An understanding of this issue is crucial to theory, since the existence of major psychological differences between the comprehension, learning, and memory of sentence lists and connected discourse would make a unified theory covering both types of materials exceedingly difficult to formulate. While offering no final resolution of the issue, the present paper examines the evidence, considers the implications of several major theoretical developments, and poses questions amenable to experimentation. It is hoped that the paper will serve as a springboard to a higher level of understanding of how people process these two common types of experimental materials. A list of references is included. (Author/JM)

ED 134 928

CS 003 181

Alexis, Stephen M. And Others

Hardware and Software Considerations in Computer Based Course Management. Technical Report No. 4.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—N61339-73-C-0078

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Higher Education, *Instructional Programs, *Management Systems, Systems Concepts

Identifiers—*Center for the Study of Reading (Illinois)

Three of the more obvious advantages of using a computer to coordinate the logistics of a multifaceted instructional program with large numbers of students are the computer's ability to reliably control student activities, to keep and analyze data, and to make available instructional and evaluative materials. This document describes a computer-based course management system (CAISMS II) and its hardware/software organization as it was developed and implemented on the PLATO IV computer-based instructional system centered at the University of Illinois. The system is intended for courses in community colleges, universities, or military settings. Diagrams illustrating the text are included. (JM)

ED 134 929

CS 003 182

Schallert, Diane Lemmonier

Improving Memory for Prose: The Relationship between Depth of Processing and Context. Technical Report No. 5.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ambiguity, Cognitive Processes, Connected Discourse, *Context Clues, Elementary Secondary Education, Higher Education, Memory, *Reading Comprehension, *Reading Processes, *Recall (Psychological), Semantics

Identifiers—*Center for the Study of Reading (Illinois)

This study attempted to elucidate the effects of context and level of processing on comprehension and memory for prose. Two aspects of memory for prose were investigated: the amount of information remembered and the semantic interpretation assigned to ambiguous paragraphs. Task instructions and exposure duration of the passages were manipulated to induce different levels of processing and to affect the amount of information retained. In order to influence the interpretation of the ambiguous paragraphs, different contexts, in the form of titles which would create bias, accompanied the text. Recall and recognition measures indicated that students remembered more information and more context-consistent

nant information when given instructions which required processing the paragraphs at a semantic level. Thus, context determined which meaning was remembered from polysemous paragraphs only when incoming information was processed at a deeper, more semantic level. Tables of findings are included. (Author/JM)

ED 134 930 CS 003 183

Anderson, Richard C. And Others

Two Faces of the Conceptual Peg Hypothesis. Technical Report No. 6.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Grant—NIE-G-74-0007

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Processes, Language Research, Memory, Models, *Psychological Studies, *Recall (Psychological), Sentences, Sentence Structure

Identifiers—*Center for the Study of Reading (Illinois)

The present study investigated why it is that the more concrete the subject noun phrase of a sentence, the more likely the predicate is to be recalled when the subject noun phrase is the cue. The findings were that concretization dramatically influences both the probability of recognition of the subject noun phrase and the probability of recall of the predicate, given recognition. These results were taken to mean that a concrete phrase makes a good conceptual peg because it is likely to be given a specific, stable encoding and because it tends to reintegrate the whole sentence. Regression analysis showed that the concreteness effect could not be attributed to an influence on comprehensibility. A model of sentence memory is offered which can account for the results. (Author)

ED 134 931 CS 003 184

Ortony, Andrew

Names, Descriptions, and Pragmatics. Technical Report No. 7.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Grant—NIE-G-74-0007

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), Language Patterns, *Language Usage, *Linguistics, *Linguistic Theory, *Semantics, Speech, Speech Evaluation

Identifiers—*Center for the Study of Reading (Illinois), *Pragmatics

Questions of reference, which occur in those situations in which the function or meaning of a name or description is at issue, cannot be answered by a purely semantic theory but need to be supported by aspects of a theory of pragmatics. This report investigates the implications of direct and indirect reference in language, concludes that a speaker's choice of direct or indirect reference is intentional, and suggests that the study of the constraints on the exercise of that choice is an important aspect of pragmatics. (KS)

ED 134 932 CS 003 186

Siegel, Martin A.

Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education. Technical Report No. 9.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Note—42p.; This paper will appear as a chapter in "The Handbook of Curriculum", Louis J. Rubin, Ed. 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Curriculum Development, Curriculum Evaluation, *Educational Research, Elementary Secondary Education, *Teacher Behavior, *Teacher Education, *Teacher Evaluation, *Teaching Programs

Identifiers—*Center for the Study of Reading (Illinois), Distar Reading Program

This report illustrates that measures of the effectiveness of teachers' implementation of a program can be derived from the instructions given to teachers on how to use the curriculum, that such measures can be used to improve the effectiveness of teacher training, and that better teacher training can be shown to lead to better learning on the part of students. By studying the relationships between behavior of teachers within curriculum programs and student outcomes, curriculum developers, publishers, and school personnel can have a significant impact on the development and assessment of teacher education programs and on modification of the curriculum materials themselves. Discussion is divided into four sections: a brief review of the research on teacher behavior within curriculum programs; a case study of the Distar instructional program, which illustrates how observational systems and measures of student gain can be used to establish relationships between instructional activities and pupil outcomes; suggestions for future research in curriculum programs; and implications of this investigation for preservice and inservice teacher education programs. (KS)

ED 134 933 CS 003 187

Anderson, Richard C. And Others

Instantiation of General Terms. Technical Report No. 10.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Grant—NIE-G-74-0007

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Processes, Generalization, Language Research, Memory, *Psychological Studies, Reading Comprehension, Reading Processes, *Recall (Psychological), *Semantics

Identifiers—*Center for the Study of Reading (Illinois)

Three experiments investigated the hypothesis that, when interpreted in context, general terms are typically encoded on the basis of an instantiation. The results indicated that a particular term naming the expected instantiation of a general term was a better cue for the recall of a sentence than the general term itself, even though the general term had appeared in the sentence and the particular term had not. This could not have happened if people encode and store the core meanings of general terms. It was theorized that people instantiate in order to select, from among the indefinitely many meanings a term can have, a sense which permits a coherent overall interpretation of the message. (Author)

ED 134 934 CS 003 188

Armbruster, Bonnie B.

Learning Principles from Prose: A Cognitive Approach Based on Schema Theory. Technical Report No. 11.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Grant—NIE-G-74-0007

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Advance Organizers, *Concept Formation, Conceptual Schemes, Learning, *Learning Theories, *Reading Processes, *Reading Research

Identifiers—*Center for the Study of Reading (Illinois), *Schemata

This report provides an overview of concept and principle-learning studies and traces the theoretical basis for schema theory, which asserts that all knowledge is assimilated into a general cognitive framework. The procedures of an original study are described, which was designed to test the hypothesis that the inclusion of a "domain statement" in the explanation of a principle—that is, a statement of the range of applicability of the principle—would produce a higher level of understanding than would the presentation of a principle or example alone or the presentation of a principle in conjunction with an example. Although data, collected from 395 juniors and seniors from a middle-class and upper-middle-class public high school in suburban Chicago, did not confirm the major hypothesis, the findings of previous studies, which indicated

that subjects perform better on test items that are similar and that a pretest facilitates posttest performance, were supported. Tables illustrating the text are included. (KS)

ED 134 935 CS 003 189

Anderson, Richard C. And Others

Frameworks for Comprehending Discourse. Technical Report No. 12.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Grant—NIE-G-74-0007

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ambiguity, Background, College Students, *Conceptual Schemes, Higher Education, *Perception, *Reading Comprehension, Reading Materials, *Reading Research, *Thought Processes

Identifiers—*Center for the Study of Reading (Illinois)

In this study, 30 male college students from two weightlifting classes and 30 female college students enrolled in an educational psychology course designed specifically for music education majors were asked to read two ambiguous passages, each of which could be interpreted in two different ways. The first passage could be perceived as describing either a prison break or a wrestling match, while the second could be understood as detailing either an evening of card playing or a rehearsal session of a woodwind ensemble. Scores on multiple-choice tests, the content of written themes, and comments in free recall of the passage indicated a striking relationship between the subjects' backgrounds and their interpretation of the selections. These results indicate that high-level schemata provide the interpretive framework for comprehending discourse. The fact that most subjects reported being unaware of alternative interpretations suggests that schemata can cause people to "see" a message in light of their own frame of reference. Tables of findings are included. (Author/KS)

ED 134 936 CS 003 191

Pichert, James W. Anderson, Richard C.

Taking Different Perspectives on a Story. Technical Report No. 14.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—400-76-0116

Grant—NIE-G-74-0007

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Conceptual Schemes, Higher Education, *Learning Processes, *Memory, Perception, Reading Comprehension, *Reading Research, *Recall (Psychological), Retention Studies, Thought Processes

Identifiers—*Center for the Study of Reading (Illinois)

The two studies outlined in this report gauged college undergraduates' ability to learn and to recall the content of certain passages when provided with "directed perspectives" or context clues. In the first study, 63 subjects were divided into three groups, were asked to read two stories, and were assigned a perspective (home buyer, florist, etc.) from which to interpret the passages. Subjects then ranked certain identified idea units in each story, according to importance. In the second study, 113 subjects (none of whom was a participant in the original study) were asked to read the same two stories; different groups were assigned different perspectives from which to read. An assessment of recall ability, which was performed both immediately after reading and again a week later, indicated that an idea's importance in terms of a given perspective determined whether the idea would be learned and whether it would be recalled later. Results indicate the presence of high-level schemata which provide a framework for assimilating meaning in a text. Later, these schemata may provide the plan for the recovery of detailed information. Tables of findings are included. (KS)

ED 134 937

CS 003 192

Schwarz, Robert M.
Strategic Processes in Beginning Reading. Technical Report No. 15.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—400-76-0116

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Beginning Reading, *Cognitive Development, Elementary Education, *Reading Processes, *Reading Research, *Reading Skills, Remedial Reading, Theories

Identifiers—*Center for the Study of Reading (Illinois)

A strategic process perspective is used to integrate reading research with developmental findings in cognitive psychology. The main concepts of the system are explicated and are used to reinterpret a variety of previous studies. Analysis of strategic demands and the factors affecting strategic behavior yield a framework for conceptualizing the development of reading fluency. Implications of this approach are suggested for beginning instruction, remediation procedures, and subskills analysis of reading processes. (Author/AA)

ED 134 938

CS 003 193

Jenkins, Joseph R. Pany, Darlene

Curriculum Biases in Reading Achievement Tests. Technical Report No. 16.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—400-76-0116

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Basic Reading, *Beginning Reading, *Curriculum Evaluation, Grade 1, Grade 2, Primary Education, Program Evaluation, Reading Materials, *Reading Research, *Reading Tests, Standardized Tests, *Test Bias

Identifiers—*Center for the Study of Reading (Illinois)

The extent and direction of curriculum bias in standardized reading achievement tests were examined. Bias was estimated by comparing the relative overlap in the contents of five separate reading achievement tests with the contents of seven commercial reading series at first-grade and second-grade levels. Overlap between each achievement test and each reading series is reported in terms of achievement test grade equivalent scores that would be expected, given mastery of the words which appear both as content in a reading series and as achievement test items. Results indicate clear discrepancies between the grade equivalent scores obtained, both between tests for a single curriculum and on a single test for different reading curricula. The implications of the apparent curriculum bias of achievement tests are discussed as they relate to teacher, child, and curriculum evaluation, to reading placement, and to applied educational research. (Author)

ED 134 939

CS 003 194

Asher, Steven R. And Others

Children's Comprehension of High- and Low-Interest Material and a Comparison of Two Cloze Scoring Methods. Technical Report No. 17.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—400-76-0116

Grant—NE-G-00-3-0060

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cloze Procedure, Grade 5, Intermediate Grades, Reading Achievement, *Reading Comprehension, *Reading Interests, Reading Materials, *Reading Research, Sex Differences

Identifiers—*Center for the Study of Reading (Illinois)

Previous research has indicated that children comprehend more of material of high interest than material of low interest, when each child is given a mixture of both types. In the present study of fifth-grade children, each child received either all high-interest material or all low-interest material. Interests were assessed using a picture-rating technique. One week later, each child read cloze passages corresponding to that child's highest or lowest rated topics. Cloze responses were scored both for exact replacement and for use of synonyms. Results indicated that children comprehended more of high-interest than of low-interest material, suggesting that the interest effect is not dependent upon selective response to the more appealing passages in a mixed set. The scoring of synonyms yielded useful data, indicating that high-achieving children and boys produced more synonyms than did low-achieving children and girls. (Author/AA)

ED 134 940

CS 003 196

Kleiman, Glenn M.

The Prelinguistic Cognitive Basis of Children's Communicative Intentions. Technical Report No. 19.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Contract—400-76-0116

Grant—NIE-G-74-0007

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Language, Cognitive Development, *Communication Skills, Early Childhood Education, *Language Development, Linguistic Competence, *Nucleation (Language Learning)

Identifiers—Brown (Roger), *Center for the Study of Reading (Illinois)

The proposal that young children's communicative intentions stem from prelinguistic cognitive abilities is examined in detail. The most developed available formulation of this proposal, that provided by Brown (1973), is evaluated, and the evidence in support of it is found to be insufficient. Three crucial problems, which must be solved before an acceptable version of the proposal can be formulated, are raised. These are: (1) determining prelinguistic cognitive abilities, (2) individuating children's communicative intentions, and (3) finding criteria for determining whether a communicative intention stems from prelinguistic cognitive abilities. Approaches to solving these problems are suggested. (Author)

ED 134 941

CS 003 197

Kleiman, Glenn M.

The Effect of Previous Context on Reading Individual Words. Technical Report No. 20.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Feb 77

Contract—400-76-0116

Grant—MH-19705

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Context Clues, Decoding (Reading), Models, *Psychological Studies, *Reading Processes, *Reading Research, *Simulation, Word Recognition

Identifiers—*Center for the Study of Reading (Illinois)

The aim of this study was to determine whether a general or specific context facilitation mechanism should be incorporated into information-processing models of reading. General facilitation models claim that a context can facilitate recognition of any word that is related to it. Specific facilitation models claim that a context will facilitate recognition of only those words that are highly expected on the basis of the context—that is, a subset of words predicted by general models. Three experimental procedures were used. The first required a lexical decision (word or nonword) about a test item sometimes preceded by a context, the second used a successive lexical decision procedure with two words, and the third used a sentence acceptability judgment task. Overall, the experiments provided

some evidence for a general facilitation mechanism but did not eliminate the possibility that a specific facilitation mechanism was also operating. To determine whether these results should influence the construction of models of reading, tentative criteria were proposed for deciding whether an experimental effect needs to be accounted for by a model. (Author/AA)

ED 134 942

CS 003 198

Kane, Janet Hilde Anderson, Richard C.

Depth of Processing and Interference Effects in the Learning and Remembering of Sentences. Technical Report No. 21.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Contract—400-76-0116

Grant—NIE-G-74-0007

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Learning Processes, Learning Theories, Memory, *Reading Processes, *Reading Research, *Recall (Psychological), *Retention Studies, *Sentences

Identifiers—*Center for the Study of Reading (Illinois)

In two experiments, college students who supplied the last words of sentences they read learned more than subjects who simply read whole sentences. This facilitation was observed even with a list of sentences which were almost always completed with the wrong words. However, proactive interference attributable to acquisition errors appeared on recall and recognition tests administered after a one-week interval. (Author)

ED 134 943

CS 003 199

Hutcheson, Pat Penn

Language Development and Reading: Perspectives on the Linguistically Different Learner; An Annotated Bibliography.

Manpower Administration (DOL), Washington, D.C.

Pub Date 72

Note—138p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Elementary Secondary Education, *Language Development, Language Research, *Nonstandard Dialects, *Reading Instruction, *Reading Processes, *Standard Spoken Usage, Teaching Methods

The nature of nonstandard dialects and the ways they may contribute to reading failure in the children who speak them are the focal points around which the books and articles in this annotated bibliography were compiled. Part one, "The Linguistically Different Learner," contains abstracts of items which deal primarily with language factors. This section is divided into subsections which focus on language development, dialectology, and instructional approaches to teaching standard English. Part two, "Teaching Reading to Linguistically Different Learners," contains items which deal with reading instruction. Subsections include resources on the relationship of language to the reading process and on instructional approaches and materials for teaching reading to dialect speakers. An index of authors completes the volume. (KS)

ED 134 944

CS 003 200

Blackburn, Helen

Suggested Aid for Organization and Record Keeping in a Learning Center.

Shawnee Mission Public Schools, Kans.

Pub Date Jan 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Games, Elementary Education, *Instructional Materials Centers, *Learning Activities, *Learning Laboratories, *Organization, *Programmed Instruction, Reading Improvement, Student Evaluation, Teaching Methods

The primary focus of this document is the mechanics of organizing a learning center for readiness-level children. The first section outlines procedures for using the learning center, including determination of student eligibility, referral of students, placement, and evaluation. Also in-

cluded are: a referral form; a list of evaluation instruments; behavioral objectives; a prescription sheet; a list of suggested materials for programming—multimedia, books and kits, commercial games, duplicating worksheets, and sample game-board sheets; a floor plan of Comanche Learning Center; and signs with symbols for pre-reading students. The appendix contains sample scheduling, evaluation, attendance, and record sheets for Language Master, Hoffman Lab, System 80, SRA Schoolhouse, and Moving up in Numbers materials. (LL)

ED 134 945

CS 003 201

Manzo, Anthony V.
Relationships Among Animal Identifications, Learning Preferences, Reading, and Reading Related Abilities.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (Atlanta, Georgia, December 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Correlation, *Educational Research, *Identification (Psychological), *Reading Ability, Secondary Education, *Student Attitudes, Student Evaluation of Teacher Performance, *Student Interests, Teaching Methods
Identifiers—*Animals

This correlational study of animal identifications, learning preferences, reading, and reading-related academic skills uncovered several clear patterns of relationship. Data were derived from a subsample of 94 tenth-grade students, who were drawn from over 1,000 randomly selected subjects in grades seven through twelve at a large, predominantly white, midwestern school district. The Manzo Bestiary Inventory and the Learning Preference Inventory, two original instruments, were used to assess students' general social-psychological characteristics, as inferred from identification with specific animals, and preferences for certain teaching procedures (lecture, lecture-discussion, small group work, etc.). Performance on two cloze passages, multiple choice comprehension and vocabulary scores on these passages, writing abilities, and self-reported educational goals were also assessed. Sex differences were noted. Data, compressed into two matrices, are presented in a visual display. (KS)

ED 134 946

CS 003 202

Leong, C. K.
Learning to Read in English and Chinese—Some Psycholinguistic and Cognitive Considerations.

Pub Date 76

Note—28p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Alphabets, *Beginning Reading, Chinese, English, Literature Reviews, Phoneme Grapheme Correspondence, Primary Education, Psycholinguistics, *Psychological Studies, *Reading Processes, *Reading Research
Identifiers—Luria (A B)

This paper discusses some psycholinguistic and psychological bases of learning to read in two apparently disparate writing systems, English and Chinese. As an alphabet, English orthography has "more reason than rhyme"; relational units and markers (e.g., "hens" and "hence") are important. The combinatory properties of radicals and phonetics in Chinese logographs are parallel to morphophonemics in English. In both systems, linguistic segmentation and understanding of rules as applied to syllables or characters, to words, and to sentences are particularly important to initial reading. The mapping from orthographic representations to meaning, whether phonologically mediated, differs in the writing systems. Luria's claim of differential cortical processing for different languages finds some support from clinical studies and provides a clue to understanding learning to read in diverse orthographies. (Author/AA)

ED 134 947

CS 003 203

Schroepfer, Dorothy Yeaton, Charles
Helping Your Children Discover.
New Hampshire State Dept. of Education, Concord, Div. of Instruction.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, Childrens Games, *Discovery Processes, Early Childhood Education, *Learning Activities, *Learning Readiness, *Parent Participation, Readiness (Mental), *Reading Readiness
Identifiers—Right to Read

Children discover many things about themselves, about the world around them, and about words and language, before they go to school. This booklet was prepared to guide parents in helping their children make such discoveries in preparation for the demands of learning in school. Activities are suggested for developing children's self-confidence, physical abilities, knowledge through experience, and language abilities. Some of these activities involve responding to music, playing with different kinds of balls, balancing, playing make believe with boxes, using art supplies, finger painting, taking observation trips in the community, following game directions, conversing, playing word games and riddles, reading to children, and storytelling. Concluding the booklet are lists of books for parents and for children. (JM)

ED 134 948

CS 003 204

Gross, Alice Dzen

The Relationship Between Sex Differences and Reading Ability: A Study of Children's Performance in an Israeli Kibbutz System.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cerebral Dominance, Elementary Education, Maturation, Physical Health, *Reading Ability, Reading Difficulty, *Reading Research, *Sex Differences

This study tested two long-standing assumptions in education: that reading ability in the elementary grades is differentiated by sex and that boys experience a higher incidence of reading disability than do girls. In addition, three biological explanations for this difference were tested: maturational lag, cerebral dominance, and vulnerability of the male organism. A Hebrew reading-comprehension test was administered to second graders and fifth graders in an Israeli kibbutz, chosen because of the lack of separation of boys and girls, the relative lack of differentiation of socialization practices, and the availability of uniformly maintained medical, developmental, and educational records. Results showed no differences in gender in reading level and reading readiness, in frequency of occurrence of reading disability, in maturational lag, in mixed dominance, nor in 12 selected indices of psychopathology in children. Tables of findings illustrate the text. (JM)

ED 134 949

CS 003 205

Kline, Lloyd W.

That Which Is Lost in Translation.

Pub Date 76

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), Language Arts, Language Skills, Language Usage, *Translation

Communication solely through language has limitations, but translation of one language into another suffers from even more limitations. This paper explores these limitations, discussing the advantages of graphic symbols, the cultural differences which impede translation, the difficulty of expressing emotion verbally, and the difficulty of translating idiom and poetry. The paper concludes that, in translation, the spirit of the message is more important than the word-for-word meaning. (JM)

ED 134 950

CS 003 207

Meeks, Jane W. And Others

A "Difference" Inventory: Construction, Supportive Data, Implications.

Pub Date 76

Note—9p.; Paper presented at the Annual Meeting of the National Reading Conference (Atlanta, Georgia, December 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Cultural Background, Educational Research, Elementary

Secondary Education, *Individual Differences, *Measurement Instruments, Socioeconomic Background, Student Attitudes, *Student Characteristics, *Success Factors
Identifiers—*Manzo Meeks Ennet Difference Inventory

Although there is general agreement upon a number of factors that contribute to early school success, the extent to which the student population has changed since the inception of most curricula and teaching methods has created some unique problems. This paper describes the Manzo-Meeks-Ennet Difference Inventory, which was devised to measure the degree to which students' backgrounds and attitudes coincide with the expectations of schools, and which was used in a survey of the reading needs of secondary-level students attending a city high school with a multiethnic population. The inventory consists of statements designed to tap students' self-concepts and social orientations, as well as to gauge socioeconomic factors which might influence academic achievement. Items are grouped in the following categories: temperament and hope, familiarity with life options, exposure to cognitive and aesthetic pursuits, family unit, biological and attitudinal factors essential to traditional classroom, and family expectations as identified with cultural strata. Results of administration of the inventory to samples of several populations in the Kansas City, Missouri, area are outlined. (KS)

ED 134 951

CS 003 208

Gadway, Charles J. Wilson, H. A.

A Handbook of the Mini-Assessment of Functional Literacy—1974 and 1975: Functional Literacy Basic Reading Performance.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 76

Note—23p.; See related documents CS 003 211, ED 112 350, ED 112 389

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Criterion Referenced Tests, Functional Illiteracy, *Functional Reading, *Literacy, *National Competency Tests, National Surveys, Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Research, Reading Tests, Secondary Education

Identifiers—*Mini Assessment of Functional Literacy, *National Assessment of Educational Progress

This handbook is designed to give background information on the Mini-Assessment of Functional Literacy, a criterion-referenced test designed to determine the extent of functional literacy among seventeen year olds in America. The five format categories identified for the test were passages; drawings, pictures, signs, etc.; charts, maps, graphs; forms; and reference materials. The five behavior categories selected for the test items were understanding word meanings, gleaming significant facts, comprehending main ideas and organization, drawing inferences, and reading critically. Three standards for comparison are explained: desired level of performance, highest expected level of performance, and minimally adequate performance. The discussion of the methods of describing the data is designed to give the reader of the reports of the Mini-Assessment of Functional Literacy a clearer understanding of the information the data does, or does not, provide. (MKM)

ED 134 952

CS 003 209

Schoolcraft, Denzil R. And Others

The Relationship of Scores on Three Personality Assessment Instruments to Reading Levels.

Pub Date 73

Note—8p.; Paper presented at the Annual Meeting of the National Reading Conference (Houston, Texas, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Parent Attitudes, Parent Child Relationship, *Personality Tests, *Reading Diagnosis, Reading Difficulty, *Reading Level, *Reading Research, *Self Concept, Self Concept Tests

In order to discover whether significant relationships exist between factors of self-concept and parent attitude and the reading level recommended for students evaluated by a reading clinic, the Piers-Harris Children's Self-Concept Scale was administered to 60 children, while the

Tennessee Self-Concept Scale and Maryland Parent Attitude Survey were administered to their mothers. Analysis of results showed only two statistically significant relationships, both indicating that family relationships and self-concept enter the picture of reading disability. Results led the authors to question seriously the usefulness of these instruments in reading clinics. (JM)

ED 134 953 CS 003 210
How You Can Be a Part of the Right-To-Read Summer.

Office of Education (DHEW), Washington, D.C.
Right to Read Program.
Pub Date [76]
Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Agencies, Business, Community Organizations, *Functional Illiteracy, *Functional Reading, Industry, National Organizations, *Program Development, *Reading Programs, Recreational Programs
Identifiers—*Right to Read

The major goal of the Right-to-Read program is to increase functional literacy so that, by 1980, 99% of the people in the United States who are under 16 years of age and 90% of those over 16 will be sufficiently competent as readers to function effectively as adults. This booklet suggests ways in which groups and organizations can initiate and support a special Right-to-Read program. The six sections of the booklet are devoted to advice for business and industry, community groups and organizations, educational institutions, local services and agencies, national organizations and associations, and recreational organizations and associations. (JM)

ED 134 954 CS 003 211
Gadow, Charles J. Wilson, H.A.

Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date 76

Note—94p.; See related documents CS003208, ED12350, ED112389

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Criterion Referenced Tests, Functional Illiteracy, *Functional Reading, *Literacy, *National Competency Tests, National Surveys, Reading Ability, *Reading Achievement, *Reading Research, Reading Tests, Secondary Education

Identifiers—*Mini Assessment of Functional Literacy, *National Assessment of Educational Progress

This document provides statistical data on the 1974 and 1975 Mini-Assessment of Functional Literacy, which was designed to determine the extent of functional literacy among seventeen year olds in America. Also presented are data from comparable test items from the 1971 assessment. Three standards are presented, to allow different methods of evaluating the results of the assessment, which contained exercises selected to represent the types of reading materials encountered frequently in everyday life. The desired performance level was set at 100% of all exercises, the highest level of performance expected was designated, and the minimally adequate performance level was set at successful completion of 75% of the exercises. Highlights of the assessment include three exercises in which the students' performance declined markedly (a passage on Colorado mountains, a report card, and a sign on horsepower) and four exercises in which students improved markedly (two help-wanted ads and two coupons). Three exercises in which performance was consistently low were an insurance policy statement, a book-club application, and a traffic ticket. In 1975, over 87% of the students answered 75% of the items correctly. (MKM)

ED 134 955 CS 003 212
Kuchinskas, Gloria

Teacher Education in Reading at the School District Level.
Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Inservice Education, *Inservice Programs, *Inservice Teacher Education, Program Development, *Reading Instruction, Staff Improvement, Teacher Education

Both the current concern over student reading achievement and the recognition that the teacher is the key to excellence in reading instruction indicate the necessity for school-based teacher-training programs. This paper discusses a staff-development program in Palm Beach County, Florida, and includes an outline of the necessary teacher competencies, details of problems encountered (concerning evaluation methods, type of training program, assessment of needs, and released time), and guidelines for school centers to preparing and implementing school-based staff development programs. A flow-chart for program development and a diagram of inservice objectives are included. (JM)

ED 134 956 CS 003 213
Harber, Jean R.

WISC Profiles of Retarded Readers: Another Look.
Pub Date [76]

Note—21p.; Unpublished report prepared at University of Maryland

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Failure Factors, *Literature Reviews, Profile Evaluation, *Reading Difficulty, *Reading Processes, *Reading Research, *Student Characteristics

Identifiers—*Wechsler Intelligence Scale for Children

A review of the literature that examined the Wechsler Intelligence Scale for Children (WISC) profiles of retarded readers indicates that the populations studied and the criteria used for selection of retarded readers varied greatly from study to study. Rather than concluding that no WISC profile exists for individual retarded readers, researchers should consider conducting additional studies which are consistent in criteria of reading retardation and more stringent in research design. (Characteristics of 26 specific studies are outlined briefly in a table.) (AA)

ED 134 957 CS 003 214
Bearison, David J. Levey, Linda M.

Children's Comprehension of Referential Communication: Decoding Ambiguous Messages.
Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (47th, New York, New York, April 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ambiguity, Elementary Education, *Language Development, *Language Research, Language Skills, *Linguistic Competence, *Listening Comprehension, *Pronouns

A sample of 90 children drawn from kindergarten, second grade, and fourth grade participated in a study of ability to decode ambiguous and unambiguous verbal messages. Subjects were read 12 message stems, each followed by a question pertaining to the contents of the stem. For half of the messages, the meaning of the questions was unambiguous; for the other half, the questions contained pronouns without specified referents. Subjects were asked to judge whether a question was a "good" one, to answer the "good" questions, and to explain what was wrong with the "bad" questions. Results indicated that children's ability to distinguish between adequate and inadequate communication increased with age. Kindergarten children, significantly more than second or fourth graders, constructed meaningful sentences when the meaning was objectively ambiguous. They did this by selecting referents for pronouns in conditions in which no referents were specified. (AA)

ED 134 958 CS 003 215
Curry, Jane Helen

An Analysis of The Reading Achievement Scores of Students Attending A Four-Quarter Elementary School.

Pub Date 76
Note—8p.; Paper presented at the Annual Meeting of the International Reading Association Far West Regional Conference (4th, Honolulu, July 29-31, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Attendance, Elementary Education, *Quarter System, *Reading Achievement, *Reading Research, *School Calendars

This study investigated the relationship between the number of days spent in an elementary classroom and the reading achievement scores of pupils. Pupils attending a four-quarter, public elementary school for 200 days a year, kindergarten through sixth grade, were compared in reading with pupils attending school for 175 days per year; scores for a period of four years were analyzed. Of the 38 grade-and-year comparisons made, four comparisons were significant for the control-school pupils and two comparisons favored the experimental pupils. No consistent pattern was revealed which favored the pupils of the 200-day-calendar school. (AA)

ED 134 959 CS 003 218
Scott, Jerrie Cobb

The Readability of Grammatical Patterns for Black Inner City First Graders.

Pub Date 76
Note—131p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,588, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grammar, *Language Patterns, *Negro Dialects, Negro Students, Primary Education, Readability, Reading Ability, Reading Comprehension, *Reading Research, *Sentence Structure, *Standard Spoken Usage

This study addressed the following three questions: Among the grammatical patterns that first graders are expected to be able to read, are there any which are particularly easy or particularly difficult to interpret? Can these grammatical patterns be mastered with equal ease by students of varying reading ability? Do these grammatical patterns elicit similar responses when presented in a standard dialect and when presented in black dialect? Data were collected from the responses of 40 black first graders (20 high-ability and 20 low-ability readers) on an original sentence-comprehension test. This test consisted of 174 sentences, of which, 138 were written in standard dialect and 36 were written in black dialect. Each sentence contained an open frame which required a noun filler; students were instructed to select one of four words to complete the sentence. Results indicated that some grammatical patterns were more easily mastered than others and that students with varying abilities did respond in slightly different ways to the structural elements of the grammatical patterns assessed. Patterns presented in black dialect usually were not more easily read than those presented in standard dialect; for high-ability readers, reading ease was comparable for both dialects. (Author/KS)

ED 134 960 CS 003 219
Vickers, Lelia Louise

Staff Development Programs in Reading in North Carolina from 1965 to 1974.

Pub Date 76
Note—190p.; Ph.D. Dissertation, Duke University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,993, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Performance Based Teacher Education, *Reading Instruction, *State Surveys, *Teacher Education, *Teacher Qualifications

Identifiers—*North Carolina

Teachers were asked to evaluate their competency to teach reading and to report on preservice and inservice programs in reading instruction. Since 1962, preservice programs have shifted from course-approved to competency-based teacher education. According to the teachers surveyed, college and university courses in reading were superior to other types of training: approximately 20% of the teachers rated inservice education as a help, while 40% rated college and university courses in reading as helpful. Self-directed activities were not adequate in developing competencies, although teachers indicated they had developed skill in teaching reading, through on-the-job training. Elementary teachers reported a high degree of theoretical and practical skill in the 11 competencies required for certification; most secondary respondents reported less skill in teaching reading. Recommendations for changes in preservice and inservice programs were made on the basis of the results. (Author/AA)

ED 134 961

CS 003 220

Withrow, Dorothy E. And Others
Gateways to Readable Books. Fifth Edition.
Pub Date 24 Dec 75
Note—231p.

Available from—The H.W. Wilson Company, 930
University Avenue, Bronx, New York 10452
(\$12.00 cloth)

Document Not Available from EDRS.

Descriptors—Adolescent Literature,
*Adolescents, *Annotated Bibliographies,
Bibliographies, *High Interest Low Vocabulary
Books, Reading Materials, *Retarded Readers,
Secondary Education

This bibliography of more than 1,000 titles for
retarded and reluctant adolescent readers notes
the grade level of difficulty of each book (the
majority are of fifth-grade and sixth-grade level of
difficulty) and includes annotations to indicate
the nature of the books and to arouse interest in
them. The categories under which the books are
listed are adventure, aeronautics and outer space,
animal life and adventure, biography, careers,
community problems, family life and problems,
folk tales and myths, girls' stories, health and safety,
history and geography, hobbies, humor,
minorities, music and art, mystery and suspense,
nationwide problems, old favorites, personality
and how to be popular, poetry and drama,
science, science fiction, seafaring, short stories,
sports, transportation and communication, world
problems, and young people around the world.
Sections are included for reading texts and work-
books, books in series, magazines and
newspapers, and simplified dictionaries. A
directory of publishers and distributors and in-
dexes by author, by title, and by grade level of
reading difficulty conclude the book. (JM)

ED 134 962

CS 003 221

Smith, William L.

On Teaching the Language Arts to Culturally and
Dialectally Different Children: Teaching the
Teacher First.

Pub Date 76

Note—7p.; Paper presented at the Annual Meet-
ing of the International Reading Association
(21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, Cultural
Background, *Cultural Differences, Higher
Education, *Language Arts, Language Usage,
Language Variation, *Nonstandard Dialects,
*Teacher Education

It is essential that language arts students in
teacher education programs learn more than just
facts about language, such as grammar, dialect,
and so on. Future teachers must be taught how
language, especially the child's language, affects
the teacher, the child, and the child's achieve-
ment in school. These prospective teachers
should learn what cultural differences to expect
and how to analyze cultural data concerning en-
vironment, nonverbal communication, family
structure and relationships, and community
structure and relationships. Dialect should then be
studied, as dialect can affect a child's reading
progress if the teacher is not aware of dialect fea-
tures or the relationships among all American
English dialects. Finally, to put this information in
perspective, future teachers should study native-
language acquisition. (JM)

ED 134 963

CS 003 223

Grundin, Hans U.

The Development of Reading and Writing Abilities
in Adults.

Pub Date 76

Note—11p.; Paper presented at the Annual Study
Conference of the United Kingdom Reading
Association (13th, Durham, England, July 26-
30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Literacy, Adults, Composi-
tion Skills (Literary), *Functional Illiteracy,
Functional Reading, *Reading Ability, *Read-
ing Research, *Writing Skills

Identifiers—Sweden

In order to assess various reading and writing
abilities of adults, for comparison with cor-
responding abilities of pupils in grades 7 through
12, and to investigate the extent to which adults'
reading and writing abilities can be regarded as
satisfactory, answers to a series of tests and
questionnaire data were obtained from random
samples of Swedish-speaking adults born in 1940
or 1950, from Linköping, Sweden. The tests

covered the alphabet, spelling, copying of prose
material, reading rate, reading comprehension,
practical reading ability, and essay or free writ-
ing. Data and test results show that basic reading
and writing skills of many adults can be expected
to improve—largely as a result of informal educa-
tion—after they leave school, that prolonged
schooling during adolescence leads to even
greater improvement in reading and writing abili-
ty, that a substantial minority of adults do not
reach the minimum level of reading and writing
ability necessary for functional literacy, and that
more than 30% of the adults found their reading
and writing abilities insufficient for at least some
of the tasks they undertake or would like to un-
dertake. (JM)

ED 134 964

CS 003 226

The El Mago Handbook or The Care and Feeding
of a Committee for Preschool Education.

International Reading Association. Cochise Area
Council, Arizona.

Pub Date 76

Note—39p.; Prepared by the El Mago Committee
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Creativity, Language Development,
*Learning Activities, *Parent Education,
*Parent Participation, Preschool Education,
Program Descriptions, *Program Development,
Psychomotor Skills, *Reading Readiness, Self
Concept, Sensory Training

This handbook describes the origins and activi-
ties of a community parent education committee
which was formed to encourage the nationwide
dissemination of information and services to help
parents give their children the experiences neces-
sary for reading readiness. Activities designed to
promote positive self-concepts, psychomotor
skills, sensory perception, creativity, and language
development are outlined. In addition, a section
is devoted to suggestions for forming similar
parent-education programs. (KS)

ED 134 965

CS 003 228

Root, Shelton L., Jr.

A Comparison between Works of Realistic Con-
temporaneous Fiction by Non-American and Ameri-
can Authors Whose Books Have Settings Other
Than the United States, Whose Major Charac-
ters Are Not Citizens of the United States and
Which Are Appropriate for Children Nine
through Twelve Years of Age.

Pub Date 76

Note—17p.; Paper presented at the Annual Meet-
ing of the International Reading Association
World Congress on Reading (6th, Singapore,
August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Literature, *Authors,
*Characterization (Literature), Childrens
Books, Childrens Literature, *Fiction, Literary
Analysis, Research, *World Literature

This study of contemporary realistic fiction
with settings outside the United States and
characters who are citizens of other countries—
appropriate for children aged nine through twelve
years—sought to discover the differences between
those by American authors and those by non-
American authors. For the study, 35 books (24
by American authors and 11 by non-American
authors) were chosen from "The Bulletin of the
Center for Children's Books" and were analyzed
according to positive and negative concepts; age,
sex, economic status, education level, social class,
racial group, and personality traits of major and
minor characters; goals valued by major and
minor characters; and the positive and negative
characteristics and stereotypes of major and
minor characters. Analysis of results showed no
significant differences in any but two categories:
non-American authors portrayed major charac-
ters of adequate economic status and in the mid-
dle or upper social class, while American authors
tended to depict major characters as being of low
economic status and in the lower class. (JM)

ED 134 966

CS 003 229

Eggen, Paul Kauchak, Don

The Effect of Adjunct Questions on Conceptual
Learning in Prose Materials.

Pub Date 76

Note—14p.; Paper presented at the Annual Meet-
ing of the International Reading Association
Southeastern Regional Conference (4th,
Jacksonville, Florida, February 18-21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Concept Forma-
tion, Higher Education, Learning Processes,
*Prose, *Questioning Techniques, *Reading
Comprehension, *Reading Research, *Verbal
Learning

The effect of supplementary questions on
learning from textual materials was investigated
in a sample of 94 college juniors. Each subject
was given a 1,500-word passage describing the
concept of measurement. One treatment group
was asked to identify characteristics of the con-
cept; another was asked to identify examples
from the text; a third listed new examples; a con-
trol group was given a placebo task. The effect of
telling students that the passage described a con-
cept was also investigated. No significant treat-
ment effects were found. (Author/AA)

ED 134 967

CS 003 230

Gambrell, Linda B. Wilson, Robert M.

Twenty-eight Ways to Help Your Child Be a
Better Reader.

Pub Date 77

Note—72p.

Available from—Reading Education, Inc., 14506
Perrywood Drive, Burtonsville, Maryland
20730 (\$3.00 paper)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Childhood
Attitudes, Early Childhood Education, *Early
Reading, *Parent Influence, *Parent Participa-
tion, Reading Improvement, *Reading Instruc-
tion, Teaching Techniques, Vocabulary
Development

This book is intended primarily for parents who
are interested in helping their children develop a
positive attitude toward reading. Chapters include
"Helping Your Child Learn about Reading," "Help-
ing Your Child Enjoy Reading," "Develop-
ing the Reading Vocabulary," "When Your Child
Reads to You," "Understanding What Is Read,"
"Reading in the Real World," "Encouraging
Your Child to Read," and "What to Do About"
(which is devoted to studying at home, unfinished
tasks, poor grades, and parent/school communi-
cation). A brief, annotated bibliography of books
which offer practical suggestions for helping chil-
dren to learn to read completes the volume. (KS)

ED 134 968

CS 003 232

Fletcher, John D. And Others

Historical Antecedents and Contemporary Trends
in Literacy and Readability Research in the
Navy.

Navy Personnel Research and Development
Center, San Diego, Calif.

Spons Agency—Office of Naval Research, Arlington,
Va.

Report No.—NPRDC-TR-77-15

Pub Date Jan 77

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Basic Education, *Adult
Literacy, Composition Skills (Literary), Com-
prehension, Educational History, Information
Processing, *Instructional Materials, *Literacy
Education, Literature Reviews, *Readability,
*Reading Research

These conference papers discuss the history of
reading and readability research in the Navy,
contemporary literacy research in the Navy, and
research dealing with the readability and com-
prehensibility of written materials used in training
or on the job. The first paper traces the interest
in and development of literacy training in the
Navy from its earliest days, focusing on the in-
creasing importance of literacy in relation to
technological advances. The second paper con-
centrates primarily on the spectrum of research
being conducted at the present time, dealing with
all facets of the literacy problem in the Navy.
The third paper is an extensive survey of the
literature and the state of the art in the assess-
ment of readability and comprehensibility of writ-
ten materials in the Navy. (Author/AA)

ED 134 969

CS 003 233

Blair, Timothy R.

The Continuing Search for the Effective Reading
Teacher.

Pub Date 76

Note—27p.; Paper presented at the Annual Meet-
ing of the Reading Association of Ireland
(Dublin, Ireland, September 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Education, Individual-
ized Instruction, *Literature Reviews, *Per-

formance Factors, *Reading Achievement, *Reading Research, Teacher Characteristics, *Teacher Influence

Pronouncements emphasizing the importance of the teacher in any reading program are shown time and time again in the literature. Exactly what teacher characteristics make a difference and what relationships indeed exist between teacher performance and student reading achievement has been a continuing puzzle to educational researchers. Research areas and expert opinion which deal with teacher attributes and teacher performance and the effect of these on students' performance have been reviewed. The existence of teacher behaviors aimed at individualizing instruction lent support to a study, conducted by the author, hypothesizing a positive relationship between teacher effort and student achievement in reading. Significant differences in student achievement in reading, in relation to teacher effort in selected areas in the teaching of reading, were found. (Author)

ED 134 970 CS 003 239

Mayes, Bea

Distributions of Journal Citations in Small Collections of Reading Research.

Pub Date [76]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographic Citations, Bibliographies, Information Retrieval, *Library Collections, *Periodicals, *Reading Research, *Search Strategies

The distribution of reading-research citations was investigated in three populations of journals. The rule of Pareto-like distribution was confirmed as appropriate for determining the number of journals that would contribute half the citations in populations of 26 to 112 journals. In populations of 42 to 112 journals, 24% to 29% of the high-ranking journals were necessary to account for 80% of the citations. In two further samples, chosen on different criteria, more than 35% of the journals were necessary to account for 80% of the citations. Implications for both researchers and librarians are discussed. (Author/AA)

ED 134 971 CS 003 244

Physical Education and Reading: A Winning Team.

Florida State Dept. of Education, Tallahassee.

Pub Date Apr 75

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Auditory Discrimination, *Content Reading, Decoding (Reading), Elementary Secondary Education, Listening Comprehension, *Perceptual Motor Learning, *Physical Education, Reading Comprehension, *Reading Instruction, *Reading Readiness, Study Skills, Teaching Techniques, Visual Perception

The purposes of this booklet are to acquaint physical education teachers with the meanings of some terms used in reading that are related to physical education, to acquaint physical education teachers with reading skills that can be taught or reinforced through physical education activities, to provide a source or model of such activities, and to assist reading teachers in relating reading skills to physical education. Suggested activities are grouped in the areas of readiness, comprehension, decoding, reference and study skills, and diagnosis. Examples of sensorimotor activities listed under readiness include locating parts of the body, balancing on one foot, skipping, and coordinating eye/hand and foot/eye movements. It is suggested that these activities be used by teachers in physical education and reading classes at all levels, to assist students in upgrading their reading skills. (MKM)

ED 134 972 CS 003 245

Reading the Language of Mathematics.

Florida State Dept. of Education, Tallahassee.

Pub Date [75]

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Content Reading, Context Clues, Elementary Secondary Education, Mathematics, *Mathematics Instruction, Reading Comprehension, *Reading Instruction, Study Skills, *Symbols (Mathematics), Teaching Techniques, *Vocabulary Development, Word Study Skills

The purposes of this booklet are to acquaint both mathematics teachers and reading teachers with some skills which students need for effectively reading the language of mathematics and to provide sample activities which may be used as an integral part of the mathematics class, in an effort to help students develop those skills. Since mathematics is an abstract science involving the use of a system with highly specialized symbolism and technical terminology, it is suggested that the mathematics teacher accept major responsibility for teaching students to read mathematics. A section on vocabulary and symbols discusses reading mathematical symbols, the directionality of such symbols, and reading mathematical words. Following directions, interpreting graphic materials, reading mathematical sentences, and reading and solving word problems are discussed in the comprehension section. Other sections include a detailed discussion of study techniques, a list of books suggested for voluntary mathematical reading, a bibliography, and a list of resource materials suggested for teachers. (MKM)

ED 134 973 CS 003 247

Cohen, Ruth

Learning to Ask Questions.

Pub Date Aug 76

Note—86p.; Report prepared in the Milwaukee Public Schools

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Critical Reading, Elementary Education, *Programmed Instruction, Program Evaluation, *Reading Comprehension, *Reading Research

Identifiers—*Question Asking Task

This study sought to develop and validate a programmed instructional system to improve question-generating behavior in elementary school children in order to enhance reading comprehension. Materials were tested with individuals, groups, and entire classrooms; each tryout was followed by program revisions. Both criterion-referenced and standardized reading-comprehension tests were used to evaluate program effectiveness. Results indicated that the program did produce a question-asking set in children and that it improved reading comprehension as measured by scores on the standardized test. (Author/AA)

ED 134 974 CS 003 249

Long, Roger M.

240 Students and I and 3/5 Teachers-A Junior High Developmental Reading Program.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the International Reading Association Far West Regional Conference (4th, Honolulu, July 29-31, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Developmental Reading, *Junior High Schools, *Program Evaluation, Reading Improvement, *Reading Instruction, Reading Level, *Reading Programs, Secondary Education, Teaching Methods

This paper outlines the seventh-grade developmental reading program at Finn Hill Junior High School in Kirkland, Washington. The program format is discussed, as well as the operation of the program, the directed reading and follow-up activities, library and free reading time, the reading laboratory, record keeping and grading, and advantages and disadvantages of the program. The results of the 1975-1976 program are considered, and graphs which indicate pretest and posttest reading levels are included. Among the attachments are a weekly schedule, a list of instructional content areas and activities, course evaluation results, a list of frequently used instructional materials, and a floor plan. (LL)

ED 134 975 CS 003 251

Project GLAD (Goal: Language Arts Development) Report.

Cherokee Unified School District 247, Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Communication Skills, *Composition Skills (Literary), Curriculum, *Curriculum Development, Curriculum Planning, Elementary Education, Language Development, *Program Content, *Reading Comprehension

This communication skills program for kindergarten through eighth grade emphasizes oral language development and concept formation as the foundations of reading comprehension and written communication skills. Program development and implementation are discussed, including preliminary planning, inservice training, pilot program, parent and community involvement, and personnel requirements. Process and performance objectives are listed. Curriculum methods, content, and materials and equipment are discussed; and evaluation methods and results are included. (LL)

ED 134 976 CS 003 252

Durkin, Dolores

Strategies for Identifying Words: A Workbook for Teachers and Those Preparing to Teach.

Pub Date 76

Note—135p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$10.95 cloth, \$4.95 paper)

Document Not Available from EDRS.

Descriptors—*Context Clues, *Decoding (Reading), *Phonics, Reading Skills, *Structural Analysis, *Teacher Education, Vocabulary Development, *Word Recognition, Word Study Skills

This book is designed to provide teachers with the information necessary to help their students to cope successfully and independently with unfamiliar words. Three sources of aid in word identification are discussed, to provide a balance to the current overemphasis on phonics decoding as the only way for children to identify words. The three areas of word recognition discussed are the use of context to identify words, structural analysis of words, and phonics. Questions asked of the reader throughout the text emphasize the belief of the author that this information should be studied and mastered by teachers of reading, rather than just skimmed. (MKM)

ED 134 977 CS 003 253

Grundin, Hans U.

The Reading and Writing Abilities of Swedish Pupils: A Survey of the Development from Grade 1 to Grade 12.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (12th, Manchester, England, July 28-August 1, 1975); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Ability, *Composition Skills (Literary), Dropouts, Elementary Secondary Education, *Reading Achievement, Reading Development, *Reading Research, Social Class, Socioeconomic Status

Identifiers—*Sweden

A study of the reading and writing abilities of students aged 7 to 19, in Linköping, Sweden, was conducted from 1971 to 1975 and contained two parts: a survey of the development of certain reading and writing skills and an attempt to establish the extent to which pupils leaving school had reached satisfactory levels of reading and writing skills. This paper briefly summarizes and comments on the most important results of that study. Discussion follows the general development of reading and writing abilities, growth rates of different ability levels, performance differences between classes of the same grade, the relationship between performance and socioeconomic status, functional reading ability among school leavers, teachers' estimates of minimum satisfactory performance levels for school leavers, and consequences for educational research and practice. (JM)

ED 134 978 CS 003 256

Smiley, Sandra S., Ed. Towner, John C., Ed.

Language and Learning.

Pub Date 75

Note—62p.; Western Symposium on Learning (6th, Bellingham, Washington, October 31-November 1, 1974); Small print throughout document

Available from—Dept. of Psychology, Western Washington State College, Bellingham, Washington 98225 (\$2.50 paper)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bilingual Education, Elementary Secondary Education, *Language Development, Linguistics, Miscue Analysis, Prediction, *Reading, *Reading Instruction, *Reading

Processes, Reading Programs, Symposia, Theories

This symposium brought together specialists in the fields of education, linguistics, and psychology to discuss the relationships between language and reading. Separate papers discuss reading and language development, the reading process, the role of prediction in reading, the contribution of pragmatics to reading, and the development of reading skills within a bilingual education program. (AA)

ED 134 979 CS 003 264
Fairbanks, Marilyn M.

Annotated Bibliography of Experimental Studies Related to the Teaching of Vocabulary: Intermediate to Adult Levels (1950-1977).

Pub Date Apr 77

Note—18p.; Prepared at West Virginia University Reading Laboratory and Center

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Elementary Secondary Education, *Program Evaluation, *Reading Research, *Teaching Methods, *Vocabulary Development, *Vocabulary Skills
Bibliographical information is provided for 50 studies of the teaching of vocabulary. The students involved, length of instruction, methods of instruction, evaluation instruments, and findings are briefly listed. (AA)

ED 134 980 CS 003 269

Vorwerk, Katherine E. And Others
The Role of Phonetic Processing in Silent Reading.

Pub Date 77

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Decoding (Reading), Higher Education, Phonetics, *Reading Processes, *Reading Research, *Silent Reading, Theories, *Word Recognition

In a study designed to investigate whether the meaning of printed words is perceived directly in rapid silent reading or by means of phonetic recoding, subjects named pictures on which words or nonwords were superimposed as distractors. In a Stroop task of this kind, distractor words that are not congruent with the names of the pictures on which they appear are known to interfere with picture-naming, even when subjects are asked not to attend to the distractors. Instructions in the present research required subjects to ignore the distractors, to read them silently, to pronounce them covertly, or to say them aloud. The phonetically novel nonwords retarded picture-naming performance more than did real words when phonetic processing was explicitly required by task instructions, but not during silent reading. These results are consistent with the hypothesis that access to the meaning of printed words does not require a phonetic recoding stage. (Author)

ED 134 981 CS 003 271

Gounard, Beverly Roberts
Rate-Dependent Characteristics of Children's Immediate Recall Following an Auditory Presentation.

Note—17p.; Paper presented at the 1972 Canadian Psychological Association Meeting

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Auditory Perception, *Cognitive Processes, Elementary Secondary Education, *Learning Processes, *Learning Theories, Memory, *Psychological Studies, *Recall (Psychological), *Serial Ordering, Verbal Learning

Forty-eight grade-three children and 48 grade-eight children were presented respectively with six- and eight-letter sequences for written free recall. The older children, as had adult subjects in previous studies, showed a greater tendency to recall serially with a four-letters-per-second presentation rate than with a half- or one-letter-per-second rate. Grade-three children, however, showed evidence of seriality in their recall with all three presentation rates. The results are consistent with the hypothesis that there is an auditory-specific store enduring for perhaps 15 to 20 seconds which holds relatively unprocessed material according to the initial temporal organization. Operation of this store would be most evident when the opportunity or ability to rehearse and recode are minimal, that is, in older children's and adults' recall with a fast presentation rate and in young children's recall with all rates. (Author)

tion rate and in young children's recall with all rates. (Author)

ED 134 982 CS 003 276

Bulcock, Jeffrey W. Beebe, Mona J.
Reading in the Structure of Scholastic Performance.

Stockholm Univ. (Sweden). Inst. for the Study of International Problems in Education.

Pub Date Nov 76

Note—66p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptor—*Academic Achievement, Literature, *Performance Factors, *Reading Comprehension, *Reading Research, Sciences, Secondary Education, Sex Differences, Socioeconomic Influences, Teacher Influence
Identifiers—England, IEA, International Assn Evaluation Educ Achievement

The postulate that reading is primarily an indicator of the general level of the individual's thinking and reasoning processes, rather than merely a set of distinct and specialized skills, is examined within the framework of a social psychological model of the structure of scholastic performance. Using data from the English subsample of the IEA survey of achievement in reading, literature, and science, it is shown that reading comprehension accounts for the differences in the subject-matter performances of 14 year olds, to a much greater degree than any other known factor. Socioeconomic circumstances of the children did not directly affect subject-matter performance; rather, background factors were mediated by verbal ability and reading comprehension. Girls outperformed boys in literature and boys outperformed girls in science, but the net disadvantage of the girls in science was less than that of the boys in literature. "Fixed" inputs of scholastic performances were less powerful than were controllable determinants such as reading comprehension; therefore, teachers may legitimately be expected to assume greater responsibility for scholastic performances than heretofore. (Author/AA)

ED 134 983 CS 202 830

Doolittle, John Charles
Immunizing Children Against the Possible Antisocial Effects of Viewing Television Violence: A Curricular Intervention.

Pub Date 75

Note—126p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8582, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Childrens Television, Curriculum Evaluation, Doctoral Theses, *Emotional Response, Grade 6, Intermediate Grades, Production Techniques, *Television Research, *Television Viewing, *Violence

An experimental curriculum module was designed and was tested to determine its success in helping children cope with negative influences of viewing violence on television. Instructional treatments were administered in two forms: concept presentation, in which subjects were shown how various components of production are used to create a dramatic television program, and concept manipulation, which allowed subjects to experiment with elements used in producing a television drama. A sample of 103 sixth-grade students were randomly assigned to one of four groups: concept presentation, concept manipulation, both treatments, or control. All four groups received a total of eight units of instruction over a four-week period. In the fifth week following instruction, subjects completed self-report measures of perceived reality, arousal, and aggression, following viewing of violent scenes presented on videotape. Results indicated that instructional treatments did not influence arousal scores, that aggression and arousal scores were unrelated, and that boys' scores on perceived reality and aggression were higher than girls'. (Author/AA)

ED 134 984 CS 203 155

Painter, Lorene H.
Social-Emotional Impact of Selected English Curricula on Secondary School Students.

Pub Date Sep 74

Note—136p.; An independent study presented to the School of Education, University of North Carolina at Greensboro; Best copy available
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Anxiety, Educational Research, *Elective Subjects, Emotional Response, *English Curriculum, *English Instruction, *English Programs, Peer Relationship, Program Evaluation, Secondary Education, Short Courses, *Student Attitudes, Traditional Schools

Academic anxiety, person/group relations, and subject satisfaction were investigated in three secondary schools in various stages of curriculum reform: a traditional school, a school in which a short-course elective program was being implemented, and a school in which such a program was fully implemented. Attitude measures were completed by 482 students. Academic anxiety was highest at the traditional school and next highest at the school in the process of implementing an elective program. Person/group relations and subject satisfaction were also higher in these schools, for college preparatory students. Results were interpreted as indicating that content fragmentation and frequent regroupings tend to desynthesize and depersonalize courses, and that a high degree of classroom camaraderie may be more essential to psychological adjustment than is course content or the school calendar. (AA)

ED 134 985 CS 203 173

Collins, Terence George
A Psychoanalytic Introduction to Reader Response to Racial Literature.

Pub Date 76

Note—269p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,882, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*American Literature, Doctoral Theses, Fiction, *Literary Analysis, Literature Appreciation, *Negro Literature, Poetry, *Psychology, *Racism, *Response Mode
Identifiers—*Reader Response

The essay defines and illustrates ways in which the anxiety of separation and the fantasy of dirt play a key role in shaping the response of readers to texts loosely defined as "racial." The work of Wheatley, Wright, and Baldwin, as well as that of some of the new black poets, is examined in relation to the psychoanalytic theories which delineate the fantasies and affects associated with anxiety (Freud, Ernest Jones, and Norman O. Brown), specifically as the notion has been elaborated in the psychohistory of American racism (Lawrence Kubie and Joel Kovel provide the core theory). The poetry of the black arts movement is described as consciously reversing the fantasy of dirt, as using the out-grouping tendency delineated by Kovel and others in the creation of a new, positive black image, and as affirming the political need for creation of a new solidarity through the in-group/out-group split. (Ismael Reed, Baraka, Don L. Lee, and others are discussed briefly.) (Author/LL)

ED 134 986 CS 203 184

Ortego, Philip D., Ed.
Focus: Chicano Literature.

Texas Joint Council of Teachers of English, Houston.

Pub Date 76

Note—24p.; Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—English in Texas; v7 n4 Entire Issue Sum 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliographies, Drama, Fiction, *Literature Appreciation, *Mexican American History, *Mexican Americans, Nonfiction, Poetry, Secondary Education, *Spanish American Literature, Twentieth Century Literature

The introduction to this issue of "English in Texas," by Philip D. Ortego, discusses briefly the need of young Chicanos for a literary identity. In the first article of the issue, Ortego expands the discussion, focusing especially on the background of Mexican-American literature, the history of Mexican Americans in the southwest, and a definition of Mexican-American literature. The second article contains both a bibliography (Chicano short stories, drama, poetry, nonfiction, and novels) and a discussion of the bibliographic

items. A section of book reviews and a select, annotated bibliography of Mexican-American poetry for the secondary school literature program—by Albert D. Trevino—conclude the issue. (JM)

ED 134 987 CS 203 188

Mazur, Chet
Young Writers' Error Tendency.
Pub Date [76]

Note—23p.; Report prepared at State University College of New York at New Paltz

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Capitalization (Alphabetic), *Composition Skills (Literary), Educational Research, Elementary Education, *English Instruction, *Punctuation, *Sentence Structure, Writing Skills

Six pupils were selected at random from each of grades one through eight in a single school and were asked to write a rough draft of any length on any topic of interest to them. The 48 resulting essays were analyzed for errors in punctuation and sentence structure. Results indicated that elementary school children have difficulty in placing punctuation at the end of a sentence, in treating their ideas separately, and in capitalizing the beginning of a new sentence. Run-on sentences were a problem across the grades. Tables summarize the types of errors made by 50% or more of the students at each grade level and those made by 10% to 50% of all of the students. (AA)

ED 134 988 CS 203 189

Bohr, Dorothy H.

An Administrative Evaluation of a Program of Courses in English Writing Skills at An Urban Community College.

Pub Date 75

Note—93p.; Ed.D. Thesis, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Community Colleges, *Composition Skills (Literary), Educational Research, *English Instruction, Junior Colleges, *Program Evaluation, Writing Skills

This week-end study focused on a program of nine-week courses in English writing skills which has been part of the English curriculum at City College (California) since 1966. After a review of the historical development and the rationale for the courses, results from a student questionnaire, from a retrospective comparison of students who had taken the courses with others who had not, and from a study of enrollment patterns are presented and discussed. Implications are drawn for the local college, and a series of recommendations are made in relation to the future development of the courses. (Author/AA)

ED 134 989 CS 203 191

Becker, Lee B. And Others

Community and Organizational Determinants of Press Performance: Secondary Analyses of the New England Survey Data.

Pub Date 76

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Community Influence, Editing, *Evaluation, Journalism, Management, *Newspapers, *Organizational Effectiveness, Personnel Evaluation

Data gathered as part of a media criticism project involving 109 New England daily newspapers were reanalyzed to discover community and organizational determinants of press performance. A content analysis of essays written about the region's press was used to obtain empirical indicators of press performance. The findings suggest that management decisions are related to newspaper performance in several ways. The number and kind of editorial staff, their training and experience, and the salary given them, all predict press performance. In addition, those newspapers which participate in professional seminars and workshops, as well as those which invest in self-study, are better papers than those which do not. Large papers, those with large news holes to fill (the estimated amount of space devoted to news), and those which are part of large media corporations are better than those with small circulations, small news holes, and independent ownership. There is only limited evidence that the community is a stimulating or restricting force in producing a good newspaper,

though better educated and more diverse communities do have better papers. (Author/AA)

ED 134 990 CS 203 192

Simon, Kathryn Bishop, Robert L.

Trends in the Newspaper Budget.

Pub Date 76

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Budgets, *Income, Journalism, *Newspapers, Operating Expenses, *Publicize, Publishing Industry

Using data published by "Editor & Publisher," annual reports, and confidential material made available by publishers, this paper examines budgets for papers of varying sizes from 1947 to 1974. While expenses have been increasing more rapidly than revenue since 1947, newspapers are above average in rate of return on revenue. Earnings of 15% after taxes are not uncommon, though large metropolitan papers and papers with fewer than 25,000 circulation are much less profitable. The chief change in revenue over the past 27 years has been in advertising. In 1947, advertising typically accounted for two-thirds of total revenue, and national ads made up more than 12% of the total. Local and classified ads now have grown to nearly 70% of total revenue, while national ads have declined to less than 4%. Subscriber revenue has dropped from around one-third of total revenue to around one-quarter. The most startling increase has been in administrative and general expense. For the composite paper, this category represented 11% of all expenses in 1947, but 27% in 1974. Budget data are presented by circulation and a cost/demand curve for circulation and advertising is estimated. (Author/AA)

ED 134 991 CS 203 193

Grotta, Gerald L. Taylor, Michael Lee

Circulation Price Elasticity in the Daily Newspaper Industry.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Economic Research, *Economics, Journalism, *Newspapers, *Publishing Industry, Unit Costs

Identifiers—*Prices

Pricing of subscriptions and single copies has historically been arbitrary. Evidence indicates that the newspaper industry has tended to overestimate the elasticity of demand for newspaper circulation. This study analyzed price changes, circulation changes, and population changes for all daily newspapers in the United States between 1970 and 1975. Results strongly supported the hypothesis that the demand curve is highly inelastic and that newspapers have been grossly undercharging for their product in relation to the market. The estimate of elasticity for all newspapers during the six-year period studied indicated that a 50% increase in price resulted in only a 1.25% decrease in circulation, with percentage change in population of the publishing city or metropolitan area held constant. Projected potential loss to the newspaper industry because of past reluctance to raise per-copy price from 10 to 15 cents is estimated at more than one billion dollars a year. There appears to be no evidence that daily newspapers have yet approached the point of diminishing returns from price increases to the audience consumers of the industry. (Author)

ED 134 992 CS 203 194

Whitcomb, Debra

A General Paradigm for Public Relations Research.

Pub Date 76

Note—32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Communication (Thought Transfer), Evaluation, *Information Theory, Organizational Communication, Publicize, *Public Relations, *Research, Theories

Identifiers—*Decision Situation Model, Grunig

(James E)

Grunig's decision-situation model is proposed as a comprehensive framework under which various public-relations-related theories may be subsumed. The decision-situation model postulates three dimensions which, taken together, may predict the course of communication behavior: level of involvement, problem recognition, and structural constraints. Grunig and others draw upon a coordination model to evaluate traditional public relations practices. As with the decision-situation model, many of the more empirical studies of external communication can be incorporated into the coordination constructs. Ideally, the decision-situation model and coordination model should work together: the former to prescribe the scope and direction of a public relations campaign and the latter to evaluate its success. In conclusion, the decision-situation model was found to serve two functions: by identifying those segments of the population most likely to benefit from promotional activities, it can improve the efficiency of public relations campaigns and, by providing a general paradigm for future research in external communications, it represents a first step toward professionalization of the public relations industry. (Author/AA)

ED 134 993 CS 203 196

Brooks, Charlotte

Working Together: To Look at the Past, To Examine the Present, To Create a Future.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, Illinois, November 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Basic Education, Communication Skills, Composition Skills (Literary), *Educationally Disadvantaged, *Educational Objectives, Elementary Secondary Education, *English Instruction, Higher Education, Literature, Reading

In 1977, the focus of teachers of English—and of all members of the National Council of Teachers of English (NCTE)—should be the development of the arts and skills of reading and writing, especially by students who have been unsuccessful in those areas. This focus, with literature as its content, should include talking, listening, and understanding and should concern three groups: young children just learning to use English, learners in late childhood and early adolescence who have not learned to read or write well, and older adolescents and adults in colleges or continuing education programs who may have different dialects or who may be non-traditional students. In order to help potentially successful users of English, teachers—and all segments of NCTE—must develop, publish, and share research about teaching strategies and models. (JM)

ED 134 994 CS 203 197

Smith, Phillip C.

Individualized Instruction: An Alternate Composition Program.

Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (18th, St. Louis, Missouri, November 4-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Composition Skills (Literary), English Instruction, Higher Education, *Individualized Instruction, *Individualized Programs, Program Descriptions, *Program Effectiveness, Student Ability, Student Attitudes

As a result of an extensive examination of its freshman composition program, the English department at the University of Nebraska at Omaha created an individualized, self-paced program in writing. This paper describes the areas of concern identified during the assessment of the traditional writing program, discusses the principles upon which the individualized program was based, provides an evaluation of program effectiveness, and discusses the research, planning, and procedures involved in program implementation. Evaluation revealed that the new program was more expensive and that, as a result of the specific requirements for proficiency in writing, more students failed. Generally, however, improvement in student attitudes toward writing and in writing ability was noted. (KS)

ED 134 995

CS 203 200

Houston, Helen R.
A Selected Black Reading List.
Pub Date 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bibliographies, *Educational Resources, Elementary Secondary Education, *Negro Literature, *Reading Materials

This annotated bibliography provides a survey of black literature which is of particular interest to students at the elementary and secondary levels. Lists of bibliographies and critical works concerning the teaching of black literature in the grades and of additional resources and periodicals of interest to the teacher of black literature are also given. (KS)

ED 134 996

CS 203 202

Lira, Juan
The Oral English of Mexican American Spanish-Speaking Students in a Monolingual and Bilingual School Setting: An Analysis of Syntactic and Morphological Development.
Pub Date Jun 75

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Students, Elementary Secondary Education, *English (Second Language), Language Development, *Language Research, *Mexican Americans, Morphology (Languages), *Spanish Speaking, Syntax, *Teaching Methods

In order to compare methods of instructing Spanish-speaking children in oral English, 11 children were randomly assigned to the control group—instruction conducted in English using the Peabody Development Kit (PDK)—while 12 children were assigned to the experimental group—bilingual instruction using the PDK. At the outset, all children were reading English at least one grade level below grade placement, were experiencing difficulty in speaking fluently in English, came from homes where Spanish was the dominant language, and had similar English syntactical performance. The pretest and posttest sequence measured English morphology and syntax. Results of the posttests supported the null hypothesis—that there would be no significant difference in morphological development. Tape-recorded samples of oral language (the children telling stories) showed that the control group gained two more T-units than did the experimental group but that the control group remained static in the number of words used per T-unit, while the experimental group increased by two words. (The hypothesis for syntax could not be accepted or rejected.) (JM)

ED 134 997

CS 203 203

Verbal Communications Competencies, K-6.
Pittsfield Public Schools, Mass.

Pub Date 76

Note—263p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Behavioral Objectives, *Composition (Literary), *Educational Objectives, Grammar, *Language Arts, Language Skills, Language Usage, *Listening Comprehension, Student Evaluation, *Tests

The competencies established for the language arts program for kindergarten through sixth grade in Pittsfield, Massachusetts, are listed in this document, which indicates grade levels for introducing particular skills, developing skills, and mastering skills. Tests to assist teachers in measuring students' progress in listening comprehension, composition, grammar, writing mechanics, and usage compose the bulk of the document. For each test there is an A form, to be administered after some initial instruction, and a B form, to be given after additional instruction. Accompanying each set of tests is a statement of the objective which the test is intended to measure, the grade levels for which the test was designed, and references for further skill development. Tests are arranged by objective and by grade level. (LL)

ED 134 998

CS 203 210

Rhodes, Frances Joan
The Effects of Advance Organizers on Selected Cognitive Styles and Different Cognitive Structures in a Programmed Learning Task of Grammatical Usage.
Pub Date 75

Note—102p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,834, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Advance Organizers, *Cognitive Style, Doctoral Theses, *Educational Research, Grammar, *Knowledge Level, *Language Usage, *Learning Processes, Performance Factors, Secondary Education

This study investigated the effects of advance organizers on selected cognitive styles and structures within a programmed task of grammatical usage. More specifically, the immediate effects of advance organizers were assessed as they related to subjects' field dependency or independency and high or low levels of prior knowledge of general grammar principles. Data were collected from 80 eleventh and twelfth graders who scored at the extreme ends of continua of measurement for both characteristics. Two sessions, held three weeks apart, provided the opportunity to alternate treatment groups' exposure to the setting in which advance organizers preceded testing of grammatical usage. It was concluded that subjects with high prior knowledge scored significantly higher on tests conducted in both sessions than did those with low prior knowledge and that field-independent subjects performed better than did field-dependent subjects on post-criterion testing which followed the first session. Findings did not, however, generally support Ausubel's theory that advance organizers manipulate cognitive structure and interact with cognitive styles to facilitate learning. (KS)

ED 134 999

CS 203 211

Steinacher, Richard Connor
Learning to Write by Writing in a Community College Remedial Composition Course.
Pub Date 76

Note—309p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,641, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Community Colleges, *Composition (Literary), Doctoral Theses, Junior Colleges, Peer Evaluation, *Remedial Courses, Research Methodology, *Student Attitudes, *Teaching Methods, Writing, Writing Skills

This study was undertaken to identify those factors in a basic composition program (BCP) which promoted or inhibited growth in student writing abilities and to determine the appropriateness of the case-study research strategy for studying student writing processes. Data gathered included all writing produced by one BCP class of 19 students, tape recordings of meetings of one five-member editorial board of peers, and a measurement of students' affective responses to the BCP on a semantic differential instrument. Findings of this study were that student writing growth was promoted through BCP practices of free choice of paper topics; engaging in prewriting/planning, revising, and reformulating writing; and editing of peers' writing. Some students' growth was inhibited by their disinclination to write or edit, over-dependence on peers to rewrite papers, and divided editorial attention of the instructor. (Author/LL)

ED 135 000

CS 203 212

Strand, Melvin L.
An Analysis of the Results of a Student Questionnaire Evaluation of a Ninth-Grade Language Arts Minicourse Program.
Pub Date 76

Note—200p.; Ed.D. Dissertation, University of South Dakota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,523, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Class Activities, Doctoral Theses, Educational Research, Elective Subjects, *Junior High Schools, *Language Arts, *Program Evaluation, Secondary Education, *Short Courses, Student Developed Materials, *Student Participation, *Student Reaction

The purpose of this study was to determine the reactions of ninth-grade students to a three-week language arts minicourse program offered for three consecutive years at a junior high school in Minnesota. The students registered each year for

one minicourse from a selection of approximately six. The courses were primarily activity centered and were developed with considerable input by the students. An anonymous student questionnaire was completed at the end of the minicourse to evaluate the program. Several phases of evaluation revealed that according to students the program objectives were being met, the majority of students agreed with positively stated items regarding the program and disagreed with the negatively stated ones, and 55% of the participants agreed that the class needed a greater variety of activities. (Author/LL)

ED 135 001

CS 203 213

Ver Velde, Margaret Grace

Assessing the Difficulty Level of Student-Authoring Materials in the Primary Grades: Vocabulary and Sentence Structure Procedures for Classroom Use.
Pub Date 76

Note—143p.; Ed.D. Dissertation

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,343, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Evaluation Methods, Primary Education, *Readability, Reading Comprehension, *Reading Level, *Reading Materials, Sentence Structure, *Story Reading, *Student Developed Materials, Vocabulary, Writing

This study developed procedures for teachers to use in ranking the reading difficulty level of student-authored materials in the primary grades. Two procedures were developed: the word procedure for assessment of reading difficulty levels of vocabulary, and the two-four procedure for assessing reading difficulty level of sentence structure. Because the word procedure was found to be more reliable and practical than the two-four procedure, it was subjected to further evaluation of validity for predicting the reading difficulty level of stories written by children for other children to read. Four student-authored stories, varying in length and in word-procedure rankings of difficulty, were chosen from collections of children's writing. Twenty second-grade children read the stories, and their comprehension was assessed by an analysis of their spontaneous retelling of the stories. Readers were asked to rank the stories from easiest to most difficult. The rankings agreed with word-procedure rankings of reading difficulty and with mean retelling scores for each story. It was concluded that the word procedure could be useful in predicting reading difficulty level if stories being ranked were approximately equal in length. (Author/LL)

ED 135 002

CS 203 214

Horowitz, Edward

Words Come in Families.

Pub Date 14 Mar 77

Note—368p.

Available from—Hart Publishing Company, Inc., 15 West 4th St., New York, New York 10012 (\$8.95 cloth, \$4.95 paperback)

Document Not Available from EDRS.

Descriptors—*Definitions, Etymology, Language Enrichment, *Language Usage, *Linguistic Borrowing, Linguistics, *Semantics, *Vocabulary, *Vocabulary Development

This vocabulary enrichment book presents over 100 word roots of the English language. Each root is defined and its origin discussed. Words which derive from the roots are also defined and used in sentences which illustrate their meaning and usage. Over a thousand words are included in all, deriving from such roots as: allos, alter, ambul, arch, bell, cad, empt, equi, gnosis, lith, mania, pend, phil, phobia, rupt, script, sens, tel, theos, val, volv. (LL)

ED 135 003

CS 203 215

Allred, Ruel A.

Spelling: The Application of Research Findings. The Curriculum Series.
National Education Association, Washington, D.C.

Pub Date 77

Note—49p.

Available from—NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1700-5-00, \$2.50 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Instructional Programs, Program Development, *Research, Spelling, *Spelling Instruction, Student Problems, Teaching Methods

In order to understand the spelling process and to use effective teaching methods, teachers should become familiar with valid research findings in the field of spelling—one of the most thoroughly researched areas of the school curriculum. This book explores (with references to research) five points which teachers should consider in developing an effective spelling program: problems faced by the student, problems faced by the teacher, successful methods and approaches for teaching spelling, causes of spelling deficiency, and future needs and developments in spelling instruction. (JM)

ED 135 004 CS 203 217

Hirschberg, Jeffrey

Instant Mapping of American Regional Vocabulary.

Pub Date 76

Note—44p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American English, Computational Linguistics, *Computer Graphics, *Dictionaries, Geographic Regions, *Maps, *Regional Dialects, Social Dialects, *Speech Habits, Word Frequency

When it is published in four or five years, the "Dictionary of American Regional English" (DARE) will be the official dictionary of the American Dialect Society. This dictionary will contain information concerning vocabulary, pronunciation, and grammatical forms which are restricted regionally or socially in American speech. One distinctive feature of DARE is its innovative use of the computer to graphically display geographical and social speech variation. Computer data were obtained through responses to questionnaires—consisting of 1847 questions covering aspects of daily life—administered in 1,002 communities in the United States between 1965 and 1970. The computer data are available to the DARE editors in two forms: maps, distorted to reflect population size and settlement histories, and data-summary slips. With its graphic linguistic patterns, DARE is expected to complement the "Linguistic Atlas." (Sixteen figures illustrate the text.) (JM)

ED 135 005 CS 203 220

Books for the Teen Age, 1977.

New York Public Library, N.Y.

Pub Date 77

Note—70p.

Available from—Office of Young Adult Services, The Branch Libraries, 8 East 40th Street, New York, New York 10016 (\$50 paper)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adolescent Literature, Adolescents, *Annotated Bibliographies, Bibliographies, Reading Materials, Secondary Education, *Teenagers

The approximately 1,250 books listed (with brief annotations) in this booklet vary greatly in difficulty and depth; they were read and selected by a committee of librarians who work with teenagers. Titles are listed according to 92 subjects under five general categories: here/now; mind's eye: the arts and fiction; science; action, adventure, and other things to do; and the global village. Indexes of subjects and titles are included. (JM)

ED 135 006 CS 203 221

Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-05-W-03

Pub Date Feb 77

Contract—OEC-O-74-0506

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, *Composition Skills (Literary), Descriptive Writing, *Educational Assessment, Elementary Secondary Education, *Expository Writing, *Letters (Correspondence), National Surveys, *Persuasive Discourse

Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9 year olds, 13 year olds, 17 year olds, and adults (ages 26 to 35) in ten learning areas, one of which is writing. This report focuses on persuasive and explanatory letter writing, representing two basic aims of discourse. The letters, divided into two broad categories of social letters and business letters, were read and categorized by experienced English and composition teachers. NAEP reports the responses to certain exercises of groups of individuals defined according to sex, race, region of the country, level of parental education, and size and type of community. Some of the report's observations are that simple explanatory writing skills are developed sometime between the ages of 9 and 13 and that persuasive-writing skills are complex and difficult to master. (JM)

ED 135 007 CS 203 222

Warner, Douglas Ellertson

Effect of First-Year High School Shorthand Instruction on Selected English Skills.

Pub Date 76

Note—214p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,273, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Capitalization (Alphabetic), Doctoral Theses, English, *Language Skills, *Punctuation, Secondary Education, *Sentence Structure, *Stenography, Writing Skills

In order to determine if there is a significant difference in the capitalization skills, punctuation skills, and word usage and sentence structure recognition skills of students who have had one year of shorthand instruction, two sample groups (shorthand and non-shorthand) were obtained from three English populations (no English or nongrammar English and a foreign language) of 11th grade United States history classes from five large Utah high schools. The Language, California Achievement Test was used as a pretest during the first month of school, and an alternate form of the same test was given as a posttest during the eighth month. A multiple-classification analysis of covariance statistic was used to analyze the criterion variables. The three independent variables were knowledge of shorthand, school attended, and English population. No test involving the shorthand variable, either as a main effect or as an interaction with the school variable or English variable, was significant at the .05 level of confidence for capitalization, punctuation, and word usage and sentence structure criterion variables. (Author/LL)

ED 135 008 CS 203 223

Communicating: How? A Manual for Mental Health Educators.

National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 75

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Communication (Thought Transfer), *Community Education, Community Service Programs, *Mass Media, Media Research, Program Descriptions, *Psychological Services, *Publicize, *Social Services

Identifiers—*Alternatives Project (Kentucky)

The Alternatives Project, a 60-week, mass media, mental health education project, had as its goals community education and increased public awareness of mental health facilities in the community. Sponsored by the River Region Mental Health/Mental Retardation Board in Louisville, Kentucky, the program made use of creatively produced, coordinated media coverage of community needs and social services. An interdisciplinary team, composed of mental health specialists, professional communicators from an advertising agency, and evaluation specialists, developed the concept. This volume details the following aspects of the project: background, development, budgeting, the role of the mass media and of the advertising agency, and evaluation design. In addition, the use of supportive public information, newspaper ads, radio and television spot scripts, and billboards and posters is described. Finally, a discussion of the project's impact on the River Region organization, a media evaluation of the project, and a summary of general results are provided. (KS)

ED 135 009 CS 203 224

Buteau, June D.

Nonprint Materials on Communication. An Annotated Directory of Select Films, Videotapes, Videocassettes, Simulations and Games.

Pub Date 76

Note—454p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (\$16.00 cloth)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Bibliographies, *Communication (Thought Transfer), Communication Problems, Communication Skills, *Filmographies, *Films, *Video Tape Recordings

This volume lists nonprint materials which have been selected primarily because of their relevance to communication needs. These materials include films (primarily 16mm, with a few kinescopes), videotapes, videocassettes, and simulations and games. Emphasis is placed on materials about communication—the exchange of messages, meaning, and information—although a few primary-source films are included. Although speech and hearing-science materials were excluded because of their technical specificity, no attempt was made to exclude other materials on the basis of subjective criteria. A section devoted to sources of the materials and a cross-category index complete the volume. (KS)

ED 135 010 CS 203 225

English Language Arts: A Curriculum Guide, Kindergarten through Grade Six.

Hampton City School Board, Va.

Pub Date Jan 76

Note—333p.; Hard copy not available due to print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Class Activities, Class Organization, Curriculum Guides, Elementary Education, Evaluation, *Language Arts, *Language Skills, Literature, Oral Expression, Reading, Writing

This sequential language arts curriculum guide for kindergarten through grade six contains sections on the following: the role of the teacher; the student's role; classroom atmosphere and organization; oral language, including listening, speaking, choral speaking, and creative dramatics; reading; literature; written language—practical writing, creative writing, handwriting, and spelling and dictionary skills; language study; language arts and the interdisciplinary project; and evaluation. Most sections include a discussion, general and specific objectives, suggested activities, and a bibliography. (LL)

ED 135 011 CS 203 226

English Grades 7 and 8; Curriculum Guide.

Wilton Public Schools, Conn.

Pub Date Oct 76

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, Curriculum Guides, *English Curriculum, English Instruction, Grade 7, Grade 8, *Language Arts, Secondary Education, Teaching Methods

The English curriculum described in this document emphasizes the use of the following methods for implementing performance objectives: the integrated approach to language arts, the student-centered approach, the activity-oriented approach, the small-group process, the large-group process, and individualized instruction. This document outlines the cognitive objectives for the areas of reading, writing, spelling, grammar, literature, speaking, listening, vocabulary development, understanding and using media, and study skills; the affective objectives for each of these areas; and the minimum requirements in each of these areas for seventh and eighth grades. Lists of materials (multiple-copy texts, audiovisual materials, and units and modules) are included. (JM)

ED 135 012 CS 203 228

Seale, Jan

Mexican-American Folklore: An Approach to the Research Paper.

Pub Date 76

Note—14p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (Dallas, Texas, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, *Composition Skills (Literary), *English Instruction, Field Interviews, *Folk Culture, Higher Education, Library Research, Mexican Americans, *Research Projects

Having freshman English students at Pan American University in the Rio Grande valley of Texas focus on Mexican-American folklore themes for research papers has proved to be successful in motivating students and in activating their ethnic interests and cultural pride. Steps involved in preparing these research papers include choosing a topic which is not too broad, selecting bibliographic items (a minimum of ten sources—two periodicals, one reference book, two book-length studies, and five interviews), conducting interviews (for which students need to learn skill in handling direct and indirect quotes), and carrying out library research. Students may develop material in one of three ways or in a combination of these ways: cataloging variations of a belief or legend prevalent in the area, comparing a practice or belief current in Mexican-American culture to the same practice in Latin American countries, and comparing a folklore topic with similar practices in other areas throughout the world. (JM)

ED 135 013 CS 203 229

Morrow, James Suid, Murray
Media & Kids: Real-World Learning in the Schools.

Pub Date 77
Note—139p.

Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$7.95 paper)

Document Not Available from EDRS.

Descriptors—Acting, Class Activities, *Creative Activities, Design, Dramatics, Elementary Secondary Education, *Film Production, Films, *Mass Media, Models, *Photography, Printing, *Radio, *Video Tape Recordings

This book discusses mass media, multimedia, and individual media and suggests various media activities for children. The introductory essay considers why the medium is not the message; chapter one presents a model for multimedia learning; and chapter two considers the pedagogical questions of media production. Subsequent chapters deal with stage performance, drawing as a second language, print, photography, radio, movies, and television. For each of these chapters, the concepts involved are delineated, appropriate activities are suggested, and standards are considered. The last chapter discusses media and people. An appendix contains sample wheels for media-related games for the fourth, seventh, and eleventh grades. (LL)

ED 135 014 CS 203 246

McDonough, Irma, Ed.
Canadian Books for Children.

Pub Date 76
Note—89p.

Available from—University of Toronto Press, 33 East Tupper St., Buffalo, New York 14203 (\$7.50 paper)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Awards, Biographies, *Canadian Literature, *Childrens Books, *Childrens Literature, Fiction, Folklore Books, Periodicals

The children's books listed and annotated in this book were selected by Canadian children's librarians; they represent the most informative and relevant books in print for children, providing knowledge and understanding of the Canadian environment and cultural milieu. Each entry indicates bibliographic information and availability. English-language books are listed under the categories picture books, folklore, social sciences, science, the arts, sports and recreation, literature (anthologies, poems, plays, and humor), fiction, geography and travel, biography, history, reference, professional reading, magazines for children, publishers' series, and award-winning books. French-language books are listed under the categories picture books, legends, literature (anthologies, theatre, and poetry), stories, documentaries, professional literature, journals, and children's book awards. A list of sources and an index complete the book. (JM)

ED 135 015 CS 203 248

Macrorie, Ken
Writing To Be Read. Revised Second Edition.
Pub Date 76

Note—274p.

Available from—Hayden Book Co., Inc., 50 Essex St., Rochelle Park, New Jersey 07662 (\$7.95 cloth, \$6.19 paper)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Composition Skills (Literary), *Creative Writing, Higher Education, Secondary Education, Teaching Techniques

Identifiers—*Free Writing

The free-writing program presented in this book and illustrated with student writing samples emphasizes student writing which is alive and valuable and which is to be read by real persons, who respond. New material in this second edition focuses especially on these points, in three chapters: writing in and for a group of helping commenters (writers' third-best resource after their own experiences and writing skills), letting the subject choose the writer, and suggestions for teachers. A chapter on writing poems is also new in this edition. The other chapters discuss language, writing freely, good writing, tightening, deceiving oneself, fabulous realities, people talking, writing case histories, repeating, remembering childhood, revising and sharpening, creating form, playing with words, keeping a journal, writing secondhand, controlling sound, writing reports and columns, writing indirectly, the order of words, and observing conventions. (JM)

ED 135 016 CS 203 249

Brown, Joseph And Others

Free Writing! A Group Approach. Toward a New and Simple Method of Learning and Teaching Writing.

Pub Date 77
Note—192p.

Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$9.65 cloth, \$6.65 paper)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Composition Skills (Literary), *Creative Writing, Higher Education, Secondary Education, Teaching Techniques, *Writing Exercises

Identifiers—*Free Writing

Guided by the belief that free writing is something that must be learned in order to do it, the teachers and writers who coauthored this book discuss and suggest ways of learning to write and of teaching writing. Interspersed throughout the book are exercises for the reader; they must be done by the reader/teacher who hopes to teach writing. Chapters are presented in three main sections—writing, teaching writing, and classes. Three appendices contain exercises and material related to the previous chapters. (JM)

ED 135 017 CS 501 594

Boyer, Ronald K. Goodstein, Leonard D.

Consultation Skills Development: A Participative Case Analysis. Monograph Series, Vol. 1, No. 6.
Cincinnati Univ., Ohio.

Pub Date Sep 75

Note—50p.; Publication of the Faculty Research Center

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Problems, Case Studies, Change Agents, *Change Strategies, Consultants, *Intervention, *Organizational Change, Simulation, Social Systems

Identifiers—*Cincinnati Department of Public Health OH

This simulation employs a case history of an actual crisis intervention in a municipal agency to describe the general principles of change within a social system, to explain the role of the consultants in the change process, and to illustrate a rationale for change procedures. Specifically, the intervention strategy employed to solve internal problems of the health department of the city of Cincinnati is detailed. The case analysis is organized around the major decision points confronting the change agents in order to allow readers to compare their choice of an action strategy with that of the consultants. The text is divided into the following sections: "Entry," "Design of Entry," "Diagnosis/Data Collection," "Data Analysis/Action Steps," and "Review." (KS)

ED 135 018 CS 501 595

Garay, Ronald

Congressional Television: Attempts to Implement Televised Coverage of the U.S. Congress.
Pub Date 76

Note—17p.; Paper presented at the Broadcast Regulation Seminar, Washington, D.C., November 5, 1976, sponsored by the Broadcast Education Association

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Constitutional Law, *Government (Administrative Body), Government Role, Media Research, *News Media, *Radio, *Television

Identifiers—*Congressional Hearings

In 1970, the Legislative Reorganization Act authorized the U.S. Senate and House of Representatives to open their committee meetings to both radio and television. Three factors increased interest in implementing media coverage of such meetings: feasibility of televised coverage, public cynicism and hostility generated by misinformation and information gaps, and the realization that television would effectively shift power from the president, who has made increasing use of the medium, to the Congress. Opponents of the use of television cite the disruptive effects of television cameras, bright lights, and microphones as reasons for rejecting media coverage. A report prepared by the Congressional Research Service at the request of the Joint Committee indicated, however, that these objections could be overcome. Steps toward legislative resolutions which would allow televised coverage of committee meetings and open floor debate have not been acted upon, despite the fact that a recent Roper poll of television viewers indicated that more than 50% of those interviewed felt that deliberative sessions should be televised. (KS)

ED 135 019 CS 501 603

Williams, M. Lee

Equivocation: How Does It Affect Receiver Agreement and Recall?

Pub Date 76

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Communication (Thought Transfer), Communication Skills, Credibility, *Information Theory, *Persuasive Discourse, Psychological Studies, *Recall (Psychological)

This exploratory study involving 108 undergraduates investigated effects of equivocation, order of agreeable and disagreeable issues, source credibility, and time on the receiver's agreement with and recall of messages. Results indicated that both equivocated messages and high-credibility sources produced significantly more agreement. Recall was significantly better for clearly stated issues than for equivocated disagreeable issues, and it was better immediately following exposure to the message than it was two weeks later. Results were discussed in terms of information processing theory, focusing on the relationship between the affective domain and the cognitive domain. (Author/AA)

ED 135 020 CS 501 604

Kneupper, Charles W.

A Theory of Adaptation for Readers Theatre.

Pub Date [76]
Note—13p.; Study prepared at The University of Texas at San Antonio

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Creative Reading, Interpretive Reading, Literary Analysis, *Literature, *Readers Theater, *Scripts, Theater Arts

In attempting the delicate task of adapting literature for Readers Theatre presentation, adapters must recognize two essential points: the importance of creating a script capable of effective presentation and the necessity of maintaining the integrity of the literature—those features contributing to the work's unique, unifying, and distinctive character. Keeping these points in mind, adapters can evaluate their options (omission of scenes, characters, dialogue, and so forth) when creating a script from any literary genre. (JM)

ED 135 021 CS 501 605

Bauchner, Joyce Ellyn

A Question of Form.

Pub Date 77
Note—15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New York City, March 24-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Science Research, *Conflict Resolution, *Family (Sociological Unit), Family Characteristics, *Family Relationship, Family Structure, Group Behavior, *Marriage, Research Needs

Although various social groupings—aggregates, dyads, groups, and organizations—have been the subject of much past study, researchers have encountered an absence of a systematic theory to explain behavior within marriage and family units. This paper examines the diversity present in research concerning marriage and family units and suggests that these differences stem from the false assumption that "the family," as commonly perceived, represents a heuristic unit of analysis. Criteria based on observations of behavior in other social groupings can be used to predict the differences in interactions which occur between families. The implications of this paradigm for conflict resolution within kinship groups are also examined. (KS)

ED 135 022 CS 501 606

O'Reilly, James T.

Government in the Sunshine.

Freedom of Information Center, Columbia, Mo.

Report No.—FIC-366

Pub Date Jan 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Agencies, *Agency Role, *Constitutional Law, Freedom of Speech, *Government Role

Identifiers—*Public Access, *Sunshine Act

The Government in the Sunshine Act, passed by Congress in September 1976 to become effective in March 1977, will require many of the federal government's decision-making agencies to permit attendance by the press and public at agency meetings. This report details the provisions of the new law and comments on the effects it may have on the operations of agencies involved. Agency meetings; exemptions from the rule; enforcement of openness; "ex parte" contacts; impact of the new act on the press, the public, and the Freedom of Information Act; and the outlook for increased government openness are also discussed. (KS)

ED 135 023 CS 501 607

Bennett, A.E., Ed.

Communication between Doctors and Patients.

Pub Date 76

Note—134p.

Available from—Oxford University Press, 200 Madison Ave., New York, New York 10016 (\$7.00 paper)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Communication Problems, Intercommunication, *Interpersonal Relationship, Medical Education, Medicine, *Patients (Persons), *Physicians

The papers in this book explore the fundamental skills necessary for communication between individuals and the important benefits which improved communication could contribute to both the teaching and the practice of good clinical and administrative medicine. The papers consist of an analysis of face-to-face communication in terms of four systems (verbal system, intonation, paralinguistics, and kinesics) which are used for three types of communication (interaction regulation, interpersonal communication, and representational communication); a consideration of the measurement of communication, focusing on the problem of assessing whether communication has occurred; a discussion of the development and evaluation of an interviewing model and a training procedure for teaching medical students to communicate; an exploration of better doctor-to-patient communications—contributions from social and experimental psychology; and a discussion of persuasive communication—a social psychological perspective on factors influencing communication effectiveness. (JM)

ED 135 024 CS 501 608

Schiller, Herbert I.

Communication and Cultural Domination.

Pub Date 76

Note—122p.

Available from—International Arts and Sciences Press, 901 North Broadway, White Plains, New York 10603 (\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—*Authoritarianism, Communication (Thought Transfer), *Communication Problems, *Developed Nations, *Developing Nations, Imperialism, *International Relations, Political Power

Communications and the flow of messages and imagery within and between nations—especially between developed and dominated states—have assumed a special significance in the years since the second World War. During this period, although more than 90 countries have achieved political independence, at least two-thirds of the world's nations have been experiencing economic helplessness and dependency. This book describes the process of cultural domination, some of the elements that constitute it, and the mechanisms of its operation and extension. The book also offers observations on possible means of resisting this cultural domination and discusses national communications policies. An afterword focuses on communications policies of reform and counterrevolution in Chile. (JM)

ED 135 025 CS 501 609

Schneider, Michael J. Foss, Karen A.

Thought, Sex, and Language: The Sapir-Whorf Hypothesis as Implicit Ideology and Rhetorical Strategy in the American Women's Movement.

Pub Date 76

Note—15p.; An earlier version of this paper was presented at the Fifth Biennial International Colloquium on Verbal Communication (University of South Florida, Tampa, July 26, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bias, *Feminism, *Language Usage, Linguistics, Linguistic Theory, *Sex Discrimination, *Social Attitudes, Social Change, *Social Values, *Thought Processes

Identifiers—*Sapir Whorf Hypothesis, Sexist Language

The women's movement has made the issue of language usage an important part of its ideology and an even more important part of its rhetoric. Generally, the position assumed is that English is biased in favor of the male in terms of both syntax and semantics. Much of the work which women have published on this issue reflects a close adherence to the Sapir-Whorf hypothesis, which asserts that language determines thought. Recent limitations which have been placed on this hypothesis have important implications for the rhetoric of the women's movement. Since linguistic bias is actually a symptom rather than a cause of social bias, feminists risk a loss of credibility by asserting a causative relationship between thought and language. Analysis of linguistic biases can, however, help to uncover the nature of underlying social biases, help to keep feminist issues before the public, provide a concrete index of progress toward eliminating social biases, and serve to boost women's morale and to improve their self-concepts. (KS)

ED 135 026 CS 501 610

Jain, Nemi C.

Frontiers in Communication Curriculum: Intercultural Communication.

Pub Date 76

Note—8p.; Paper presented at the Annual Meeting of the Association for Communication Administration (San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), Courses, Cross Cultural Studies, Higher Education, *Intercultural Programs, *Speech Curriculum

Identifiers—*Intercultural Communication

This document outlines the nature, present status, and future directions for the teaching of intercultural communication in higher education. Main points covered in the outline include the history of the systematic teaching of intercultural communication, the scope of intercultural communication (for example, interracial or interethnic communication, minority communication and culture, crosscultural communication, or international communication), facts concerning institutions offering and students studying intercultural communication, assumptions on which intercultural communication courses are based, different approaches to such courses, the prospects for these courses in the near future, and suggestions for future directions of intercultural communications courses. (JM)

ED 135 027 CS 501 611

Cunningham, Robert Chandler, III

A Study of the Relationship between Selected Student Variables and Speech Anxiety Encountered by Speakers in a Beginning College Speech Course.

Pub Date 76

Note—109p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,235, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Academic Ability, *Anxiety, College Students, Doctoral Theses, *Experience, Higher Education, *Public Speaking, Sex Differences, *Speech Education

A sample of 352 students in a college public speaking course participated in a study of the relationship of speech anxiety to public speaking experience, sex, and academic ability. Analysis of results indicated that previous public speaking experience was related to reduced levels of speech anxiety. Neither sex nor academic ability was related to speech anxiety in this study. (Author/AA)

ED 135 028 CS 501 612

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, October 1 - December 31, 1976.

Haskins Labs., New Haven, Conn.

Report No.—SR-48 (1976)

Pub Date 76

Note—361p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Acoustic Phonetics, *Articulation (Speech), *Artificial Speech, *Audition (Physiology), *Auditory Perception, Beginning Reading, *Language Research, Phonemes, Phonetics, Psychoacoustics, Spectrograms

This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation of its investigation, and practical applications. The seventeen papers treat such topics as issues in theory of action; physiological aspects of speech production; role of phonetic structure in linguistic communication; difference limens for formant frequencies in vowel production; vocal tract normalization; speech, the alphabet, and learning to read; role of silence in the perception of stop consonants; perception of implosive transitions in VCV utterances; categorical perception; right-ear advantage for speech heard on the left; left-ear advantage for sounds of rapidly varying resonance frequency; information processing and speech perception; rules for surname pronunciation; and an -s detection algorithm. (AA)

ED 135 029 CS 501 613

Dudley, Juanita

Intercultural Communication Problems of American Expatriate Businessmen in Paris.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the American Business Communication Association (San Diego, California, December 28-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business Communication, Communication (Thought Transfer), *Communication Problems, *International Relations, Interpersonal Problems, Interpersonal Relationship

Identifiers—*Intercultural Communication

In order to discover whether—and what—intercultural communication problems persist in businesses with headquarters in the United States and branches in another highly developed country, 12 Americans affiliated with Paris branches of United States businesses and two French executives of American firms were interviewed in Paris. This paper discusses the findings regarding motivation for working in France, spouse and family concerns, distance from United States headquarters, geographical location of Paris residence, disparate degrees of formality of the French and the Americans, impressions of salient differences in French and American styles of communication in oral discussions and in report writing, and perceived differences in French and American advertising strategy. Responses to questions indicated that few of the 12 Americans find their communication problems exacerbating

but that the two Frenchmen are considerably exercised about certain differences between the two nationalities. (JM)

ED 135 030 CS 501 614

Caldwell, George
Scene Design and Audience Analysis.
Pub Date Aug 76

Note—34p.; Paper presented at the Annual Meeting of the American Theatre Association (Los Angeles, August 8-11, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Audiences, Drama, *Production Techniques, Research, *Response Mode, Stages, *Theater Arts
Identifiers—*Audience Response, *Set Design (Theater)

This report summarizes part of an investigation of audience response to theatrical settings; it proposes a direction for further research which would examine attitudinal relationships among theatre experts and laypersons, scenic designers, and directors; and it describes additional design-oriented quantitative studies. For the major investigation, two student groups—naïve subjects (undergraduate, introductory theatre course students) and expert subjects (doctoral students in theatre)—viewed nine theatre productions and answered a five-part questionnaire. Results showed significant differences in the way in which the groups perceived the nine productions. In addition, the majority of the experts' responses were consistently less favorable than were responses of the naïve group. Significant relationships between the semantic agreement of groups and the preferences for settings suggest that designers do communicate specifically, through settings, to the audience. Tables of findings illustrate the text. (JM)

ED 135 031 CS 501 615

Schulman, Rosalind Steg, Doreen E.
Societal Boundaries on Cybernetic Action or Decision-Making.
Pub Date 76

Note—23p.; Paper presented at the Annual Meeting of the International Association for Cybernetics (Namur, Belgium, September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adaptation Level Theory, *Behavior Change, Behavior Theories, *Cybernetics, *Decision Making, *Measurement Techniques, *Social Influences

This paper discusses the development, application, and implications of a statistical technique—a concordance index—for measuring the restrictions and constrictions (legal and societal) which inhibit individual decision making and adapting behavior. It was found that as sophistication sets in there will be less and less tolerance of these restrictions, so that individual reaction to them will intensify until the governing entity is forced to relax the restrictions. It was also concluded that because zero-sum games (a form of competition in which one wins at the expense of another) narrowly restrict opportunities for decision making, human relations would benefit from a shift to non-zero-sum games. (The concordance index may be used for such fields as law, politics, economics, sociology, and psychology.) (JM)

ED 135 032 CS 501 616

Thomas, Daniel Richard
Toward a Rhetoric.

Pub Date 76
Note—121p.; A.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,419, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communication Skills, *Composition (Literary), Course Descriptions, Doctoral Theses, Educational Research, English Instruction, Oral Communication, *Rhetoric, *Speech, Teaching Methods

It is the contention of this project that the process of effective communication can be taught through the use of rhetoric. Classical aspects of rhetoric are incorporated into a practical course application that also involves the use of effective teaching strategies and nontraditional materials to

provide for an alternative approach to teaching communication to students. This proposal for teaching rhetoric, involving the merger of English composition and speech, is designed to create an environment in which students can learn/appraise the entire communicative process from "invention" to "delivery," both written and oral, in terms of effectiveness or ineffectiveness. (Author/LL)

ED 135 033 CS 501 617

Ribble, James Mark

A Description of Teacher-Student Interaction from a Developmental Perspective.

Pub Date 76

Note—71p.; Ph.D. Dissertation, Washington State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,757, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *Developmental Stages, Doctoral Theses, *Educational Research, Effective Teaching, Elementary Secondary Education, *Interaction Process Analysis, *Student Teacher Relationship

Eighteen pairs of teachers and students from grades one through twelve were each asked to hold a one-half hour discussion as part of a study of developmental changes in teacher/student interaction. Analysis of results from transcriptions of the discussions indicated that all grades used a high proportion of descriptive orientations but that more abstract categories increased with grade level; that the use of pentadic ratios differed according to grade level; that high-proficiency teachers differed from low-proficiency teachers in their use of definition of the situation; and that, in conversations involving more-proficient teachers, act/agent was used significantly more often than it was in interactions with less-proficient teachers. Results were interpreted as indicating that communication patterns in educational settings differ considerably from grade to grade and from teacher to teacher. (Author/AA)

ED 135 034 CS 501 618

Busby, Linda J.

Giants That Occasionally Roar: Broadcast Regulatory Policy in the United States.

Pub Date 76

Note—56p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, California, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Broadcast Industry, *Broadcast Television, *Commercial Television, Federal Government, Mass Media, *Programming (Broadcast), Publicize, *Social Factors, Social Influences, *Social Responsibility, Television Commercials

Identifiers—FCC, *Federal Communications Commission

In this document, broadcast regulatory issues since 1940 are outlined and discussed in relation to social forces. The 1940s saw open warfare between the Federal Communications Commission (FCC) and broadcasters, as a result of the FCC expanding its powers. In 1946, the FCC issued its "Public Service Responsibility of Broadcast Licensees," which became known as "The Blue Book." During the 1950s, the FCC investigated broadcast performers and station owners for alleged communist activities and affiliations. Also in the fifties, concern developed over the relationship of television and juvenile delinquency and the control of advertising in the broadcast media. In 1961, with the appointment of Newton Minow as chair of the FCC, the Kennedy administration made clear its concern about the quality of television programming, and social scientists followed in an attempt to quantify and qualify the effects of television programming. By 1970, the theory of social responsibility of broadcasters had been thoroughly established by FCC Commissioner Nicholas Johnson, and under his direction the mass media concentrated on serving public interests. (LL)

ED 135 035 CS 501 620

Ranly, Donald P.

Action for Children's Television.

Freedom of Information Center, Columbia, Mo.

Report No—FIC-364

Pub Date Dec 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Broadcast Industry, *Change Strategies, *Childrens Television, Elementary Secondary Education, Government Role, Organizational Change, *Programming (Broadcast), Publicize, *Social Action

Identifiers—*Action for Childrens Television

The origins, development, and effectiveness of Action for Children's Television (ACT) are examined in this pamphlet. The strategies used by ACT to obtain change at the congressional level and within television stations and networks include the following: a "tuneout" day when people are urged to turn off their television sets, a boycott of certain advertised goods, the "Bent Antenna" award for the poorest taste in children's television programming, and lobbying and the consolidation of public pressure. Special attention is given to ACT's successful attempt to alter government agency standards for the advertising of certain food items and toys during children's prime television-watching times. (KS)

ED 135 036 CS 501 626

Neely, Monty Kent

The National Endowment for the Arts Theatre Program: An Historical Analysis.

Pub Date 76

Note—309p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,161, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Drama, *Federal Programs, *Financial Support, Historical Criticism, Program Descriptions, *Theater Arts
Identifiers—*National Endowment for the Arts

Primary sources, such as public documents and personal statements, as well as periodical accounts and books, form the basis for this historical and analytical study of the National Endowment for the Arts Theatre Program. In the first chapter, the condition of professional theatre during the mid-1960s is discussed. The organization and structure of the theatre program during the first year of its operation are the focus of the second chapter. Representative awards granted by the program from 1968 through 1974 are detailed in chapter three. Chapters four and five are devoted to subjective statements by interest groups and state arts agency representatives, which describe program development and operation. Finally, appendices include a transcript of the public law which created the National Endowment for the Arts; the theatre program section of the general "Guide to Programs" of the National Education Association; the specific "Theatre Program Guidelines"; an edited interview with Ruth Mayleas, the theatre program director; and a full listing of program grants made through fiscal year 1974. The study concludes that, at present, the National Endowment for the Arts Theatre Program is an extremely important funding agency for American professional theatre. (Author/KS)

ED 135 037 CS 501 630

Leenhouts, Thelma Kay

Communication Similarities and Differences of the Female and Male Legislators in the 1975 Michigan House of Representatives.

Pub Date 76

Note—290p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,526, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Behavior, *Communication (Thought Transfer), Doctoral Theses, *Females, *Legislators, *Males, Political Affiliation, Politics, Race, Social Influences, Socialization, *State Government
Identifiers—Michigan

The purpose of this study was to investigate communication similarities and differences between the male and female representatives in the present session of the Michigan House of Representatives, in four aspects of communication behavior: allocation of communication time, floor debate, committee deliberation, and constituent communication. The nine female members of the House (out of 110 members) were matched with nine male members on four variables: political party, district represented, length of service in the legislature, and race. Interviews were conducted with the representatives and with

staff members, and observations were made of floor debate and committee meetings. Although most of the communication similarities and differences were explained by the four control variables, especially length of service, some sex-related differences did emerge. The findings indicate that a socialization process occurs for females in the legislature. In order to function in a male-dominated environment, women adapt to existing communication patterns, and the longer they serve, the more their communication behavior tends to become like that of males. (Author/LL)

ED 135 038 CS 501 633

Simon, Jeffrey Neil

Real and Ideal Television News Images: A Q-Analysis.

Pub Date 76

Note—317p.; Ph.D. Dissertation, The Louisiana State University and Agricultural and Mechanical College

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,830, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Audiences, *Doctoral Theses, *Media Research, *News Reporting, *Programming (Broadcast), *Television

Identifiers—*Audience Analysis, *Stephenson Q Methodology

This investigation demonstrates the applicability of Stephenson's Q-Methodology, a psychological instrument, for gathering qualitative data concerning television news audiences. A questionnaire consisting of statements describing a possible news format was distributed to the viewers of three commercial television stations in Baton Rouge, Louisiana. Respondents, drawn from a selective sample chosen primarily on the basis of age, race, and educational background, were asked to sort the statements as they applied to the stations, along a continuum from "least descriptive" to "most descriptive." Hypothesized average and ideal news-program images also were generated and compared to the actual news images presented by the stations. Thus, the results of this study provided immediate feedback to local station managers, concerning viewers' images of each station's news programming. (Author/KS)

ED 135 039 CS 501 635

How to Start a Public Broadcasting Station.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Agencies, *Broadcast Television, *National Organizations, *Organization, *Planning, *Programming (Broadcast), *Public Television, *Radio

The procedures for establishing a public broadcasting station are outlined in this book. The first section, devoted to planning for necessary prebroadcast activities, discusses the kinds of licensee groups and the search to determine available radio frequencies or open TV channels. The second section discusses the functions of various national organizations and agencies which either regulate or provide support for public broadcasting. Section three considers the elements of a full-service public broadcasting station and provides a checklist for station planning. Reference materials are listed in the fourth section. The first appendix presents criteria for community service grants for television and radio, and the second describes the policy for public radio station assistance. (LL)

EA

ED 135 040 EA 009 088

Chadima, Steven

Elementary, Secondary, and Vocational Education: An Examination of Alternative Federal Roles. Budget Issue Paper.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Pub Date Jan 77

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-070-03885-3, \$1.45)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Educational Legislation, Educational Policy, Elementary Secondary Education, *Estimated Costs, *Federal Aid, Federal Legislation, *Federal Programs, *Government Role, Program Costs, *Tables (Data)

With the exception of programs for the handicapped and vocational education, most of the federal legislation authorizing educational expenditures will expire before October 1, 1978; the 95th Congress therefore faces major decisions on aid to elementary and secondary education. This paper analyzes the fiscal and educational effects of various policy choices before Congress and the interrelationships between those choices. In particular, the author examines the current federal role in elementary-secondary education; the effects of the current federal role on state and local agencies, the federal budget, and the students served by federal programs; and the costs and consequences of some major policy alternatives that Congress might pursue. Included throughout the paper are numerous tables that present fiscal data on current federal educational programs and project the cost of current federal programs and various alternative programs for the fiscal years 1978-1982. (Author/JG)

ED 135 041 95 EA 009 090

Epstein, Joyce L. McPartland, James M.

Classroom Organization and the Quality of School Life. Report No. 215.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—NE-C-00-3-0114

Note—41p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Elementary Secondary Education, Models, *Organizational Change, *Research Methodology, *School Surveys, Statistical Analysis, *Student Attitudes, *Student School Relationship, Tables (Data)

Identifiers—*Quality of School Life

This study analyzes survey data on 7,200 students from 39 varied elementary, middle, and high schools to examine the hypotheses that (1) satisfaction with school should be most responsive to changes in school practices that affect the social structure, (2) commitment to classwork should relate most to changes in the task structure, and (3) reactions to teachers should be most affected by changes in the authority structure. The data analysis was based on a Quality of School Life scale, which consists of separate subscales for evaluating students' satisfaction with school in general, students' commitment to classwork, and the quality of student-teacher relations. Results of the study show that openness of the instructional program has greater positive impact on students' perceived quality of student-teacher relations than on other dimensions of the quality of school life. Openness of the instructional program appears to involve a basic change of the school authority structure but may not involve as much change in the social task structure. These results are discussed in terms of the potential of subjective indicators for monitoring the progress and effects of educational innovations. (Author/JG)

ED 135 042 EA 009 092

Quindry, Kenneth E.

State and Local Revenue Potential 1975.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—130p.; Not available in hard copy due to small print size of original document; For a related document, see ED 119 323

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Statistics, Fiscal Capacity, Statistical Data, *Tables (Data), *Tax Effort, *Taxes

This publication presents numerous statistical tables that summarize 1975 data on state and local tax effort for the 50 states and the District of Columbia, with an eye toward identifying possible underutilization of specific taxes. The report consists of three separate parts. First, state and local tax collections are compiled by source and by state. Second, an estimate of potential tax

collections is presented. Third, potential collections are compared with actual collections in order to determine the amount of underutilization, if any, of each tax in each state. The basic tax collection, income, and population data on which the analysis is based were supplied by the United States Bureau of the Census. Altogether 57 tables present comparative data on actual and potential tax revenues on a state-by-state and regional basis. (Author/JG)

ED 135 043

EA 009 093

Ringers, Joseph, Jr.

Community/Schools and Interagency Programs: A Guide.

Pub Date 76

Note—170p.

Available from—Pendell Publishing Company, P.O. Box 1666, 1700 James Savage Road, Midland, Michigan 48640 (\$9.50)

Document Not Available from EDRS.

Descriptors—Facility Planning, *Guidelines, *Interagency Cooperation, Interagency Planning, *Program Development, School Community Programs, *School Community Relationship

This book describes the process by which different agencies with common objectives can be effectively brought together to share resources in a cooperative effort. Emphasis of the discussion is on cooperative processes rather than on case studies of particular cooperative programs, although the author does describe numerous examples of interagency cooperation in the course of his discussion. Separate chapters focus in turn on the need for interagency partnerships, formation of partnerships, initiation of interagency relationships, community involvement, establishment of a community/school, needs assessment, interagency services, legal considerations, financial arrangements, management models, plant planning, facility implications, staffing implications, and construction period activities. (JG)

ED 135 044

EA 009 095

Mills, Robert C. And Others

Critical Incidents in School Administration: A Problems Approach to Educational Management for Teachers and Administrators.

Pub Date 76

Note—148p.

Available from—Pendell Publishing Company, P.O. Box 1666, 1700 James Savage Road, Midland, Michigan 48640 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Administrative Problems, Bibliographies, *Case Studies (Education), Critical Incidents Method, *Educational Administration, Elementary Secondary Education, Problem Solving

This book presents a series of critical incidents in education in order to provide educational administrators with an opportunity to apply problem-solving techniques and management strategies to a variety of administrative problems. Each chapter concentrates on a particular educational concern. The critical incidents in each chapter are preceded by a brief introduction to the topic intended to give the reader an understanding of its importance in the school setting. Following the narration of each case study, there is a series of questions designed to stimulate creative thinking and discussion. Also included at the end of each chapter are a list of selected references and a reader reaction sheet. Individual chapters focus in turn on school-community relations, faculty-staff relations, student rights and responsibilities, collective bargaining, public relations, extracurricular activities, innovation and change, support services, and legal problems. (Author/JG)

ED 135 045

EA 009 096

Olsen, Edward G. Clark, Phillip A.

Life-Centering Education.

Pub Date 77

Note—205p.

Available from—Pendell Publishing Company, P.O. Box 1666, 1700 James Savage Road, Midland, Michigan 48640 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Change Strategies, *Community Education, *Curriculum Development, *Educational Change, Educational Trends, Elementary Secondary Education, Models, Student Centered Curriculum

Identifiers—*Life Centered Curriculum

This book examines the topic of community education and its potential application to the curricula of American schools. The authors focus on the need for significant curriculum change, suggesting that the life processes and concerns of people should become the common core of systematic education. Much of the book is devoted to establishing a historical and conceptual framework for community education and life-centered curricula, although two chapters deal with pragmatic ways and means of facilitating this type of major curriculum change. (Author/JG)

ED 135 046 95 EA 009 098

Bigelow, Donald N., Ed.

Schoolworlds '76: New Directions for Educational Policy.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—308p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$12.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Educational Change, *Educational Policy, Educational Trends, Government Role, School Role, *Social Change

This book consists mainly of selected papers presented at the Southampton Summer Sequences, a series of four three-day meetings held in June and July 1975 to discuss the development of educational policies for all societal agencies engaged in the teaching and learning process. In addition to papers actually presented at the meetings, the book also includes excerpts from transcripts of the plenary sessions, as well as papers on the purpose and significance of the Southampton Summer Sequences. Titles of the individual papers include "The School as Surrogate," "The Social Function of Education," "Toward a Critical Reading of Reality," "The Universal Curriculum," "Toward a System of Complementary Schools," "Continuing Education: A Life-Long Resource and Unifying Force," "The Real Change Taking Place in American Schools," "EDUTOPIA or 266 Suggestions for Change," "Thoughts on American Culture—and Civilization," "An Overview of Southampton," "Participation at Southampton (Excerpts and Commentary)," "Evasion at the Border: Notes on the Summer Sequences," "Scheme for a Further Step," and "Background: A Report on TTT Projects." (JG)

ED 135 047 EA 009 117

Bezdanov, Stevan

Financing of Education in Yugoslavia. Financing of Educational Systems: Specific Case Studies - 9. IIEP Research Report: 2.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—29p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies, *Educational Finance, *Educational Policy, Elementary Secondary Education, Financial Policy, Post Secondary Education, Program Descriptions, *Program Development, Tables (Data)

Identifiers—*Yugoslavia

This study describes the gradual adaptation of the methods of financing education to the objectives of development policy in Yugoslavia. The first chapter deals with the development of Yugoslav education and its financing in the context of economic growth during the period 1950-1966. The second chapter describes and analyzes the present Yugoslav educational finance system (which was adopted in 1972) with particular attention to the sources of finance and their distribution to and within educational establishments, as well as methods of redistribution in order to assist less-developed regions. The third chapter gives a tentative qualitative and quantitative appraisal of the present educational finance system, and the conclusion discusses the future development of this system. (Author/JG)

ED 135 048 EA 009 118

Cruz, Leopoldo Calado, Rene R.

Financing Secondary Education in the Philippines.

Financing of Educational Systems: Specific Case Studies - 11. IIEP Research Report: 4.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—192p.; Some pages may reproduce poorly due to marginal legibility of original document

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies, *Developing Nations, *Educational Finance, Educational Policy, Expenditures, Financial Policy, Program Costs, *Program Descriptions, *Secondary Education, Statistical Data, Tables (Data)

Identifiers—*Philippines

This report describes the Philippine secondary educational system, with particular emphasis on the system of financing different types of secondary schools. Part 1 presents an introductory overview of the Philippine educational system, emphasizing the secondary school system in particular. Part 2 describes the methods of financing different types of secondary schools, including public high schools, barrio high schools, private secondary schools, and public secondary vocational schools. Part 3 presents statistical data on secondary school enrollment, teachers, and schools, as well as on program costs and expenditures for secondary education. Part 4 presents a case study of Masaya Barrio Development High School, and describes a study of a sample of 143 barrio high schools. Part 5 discusses the future of Philippine secondary education and presents a proposed design for a new financial system for Philippine public schools. (JG)

ED 135 049 EA 009 119

Pritchard, Mervyn W.

Primary School Inspection in Nigeria. The Organisation and Staffing of the Primary School

Inspectorate: Case Studies - 2. IIEP Research Report: 12.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—155p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, *Agency Role, Case Studies, *Developing Nations, *Educational Administration, Educational Policy, *Elementary Education, *Inspection, Program Descriptions, Tables (Data)

Identifiers—*Nigeria

This study of primary school inspection in Nigeria was carried out in May and June 1973. Questionnaires on the organization, staffing, and duties of the primary inspectorate were sent in advance to the Chief Inspectors of Education in five of Nigeria's 12 states. Information gathered through these questionnaires, supplemented by personal discussions, provides most of the descriptive material for the paper. The first part of the paper begins with a brief discussion of the role of the inspectorate in the development and maintenance of educational standards and suggests factors that need to be considered in assessing the effectiveness of the Inspectorate's contribution. The second part consists of a descriptive account and analysis of the primary inspection system in each of the five states visited as it relates to the current educational situation in those states. The third part collates the main conclusions drawn from the individual state studies and offers suggestions for future development in light of the general principles discussed in the first part. (Author/JG)

ED 135 050 EA 009 120

Pritchard, Mervyn W.

Primary School Inspection in Pakistan. The Organisation and Staffing of the Primary School

Inspectorate: Case Studies - 3. IIEP Research Report: 13.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—77p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agency Role, Case Studies, *Developing Nations, *Educational Administration, Educational Policy, *Elementary Education, *Inspection, Program Descriptions

Identifiers—*Pakistan

This study examines the functions and methods of Pakistan's primary school inspectorate as they relate to instructional improvement and suggests practical changes in the inspectorate's staffing, operation, recruitment, and training practices where appropriate. Most of the data for the study were gathered by a UNESCO consultant during a study tour that was designed by the Pakistan Ministry of Education and Provincial Coordination. The first section of the paper describes and analyzes the present nature and conditions of primary education against a background of recent educational trends and Pakistan's proposed New Education Policy. The second and lengthiest section examines the organization of primary inspection in Pakistan and the inspectorate's role in educational development. The third and final section summarizes the study's main conclusions. (Author/JG)

ED 135 051 EA 009 121

Lyons, Raymond F.

Primary School Inspection in Peru. The Organisation and Staffing of the Primary School

Inspectorate: Case Studies - 4. IIEP Research Report: 14.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—80p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agency Role, Case Studies, *Developing Nations, *Educational Administration, Educational Policy, *Elementary Education, *Inspection, Program Descriptions

Identifiers—*Peru

This study considers the ways in which recent major changes in Peruvian education (particularly primary education) will affect the organization and effectiveness of the school inspectorate. It also attempts to identify problems that are likely to arise as a result of the confrontation between traditional and new educational approaches and attitudes. Most of the data for the study were gathered by a UNESCO consultant during a 1973 study tour of the Lima, Cuzco, and Trujillo regions. The first section of the paper examines the present situation in Peruvian education and the changes in organization and content that are envisaged. The second and lengthiest section describes the school inspectorate and discusses its functions in light of the situation described in section 1. The third and final section summarizes the study's main conclusions. (JG)

ED 135 052 95 EA 009 158

Schultz, James V. And Others

Winnequah School Case Study: An Individualization Alternative for Secondary Reform. Technical Report No. 403.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—NE-C-00-3-0065

Note—37p.; Report from the Project on Models for Individually Guided Education-Secondary; For a related document, see EA 009 159

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies (Education), Change Agents, *Change Strategies, Decision Making Skills, *Educational Change, *Educational Innovation, Educational Objectives, Educational

Strategies, *Individualized Instruction, *Intervention, Middle Schools, Models, Program Planning, Secondary Education, Student Teacher Relationship, Workshops

This document describes the involvement of the Individually Guided Education/Secondary Project (IGE/S) with a Wisconsin middle school from March 1975 to June 1976. The guiding purpose was to conceptualize and implement a change process that would aid schools to become IGE places of learning. A sequence of change operations was followed and the activities that were carried out are presented. The five phases in this sequence were an awareness phase, a commitment phase, a changeover phase, a refinement and implementation phase, and a renewal phase. The focus for all activities in each of the phases was a target program of individualization that was cooperatively developed and subsequently implemented. This target program, its implementation, and the results obtained are presented. (Author)

ED 135 053 95 EA 009 159

Popekewitz, Thomas

The Social Structure of School and Reform: A Case Study of IGE/S. Technical Report No. 400.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—NE-C-00-3-0065

Note—34p.; Report from the Project on IGE Secondary; For a related document, see EA 009 158

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies (Education), *Change Strategies, *Educational Change, Educational Strategies, Group Dynamics, *Individualized Instruction, *Intervention, Middle Schools, Models, Political Issues, Secondary Education, *Social Structure

This paper is concerned with the impact of the Individually Guided Education/Secondary Project (IGE/S) in a middle school. Participation observation is used to understand how the intervention process is incorporated into everyday patterns and norms of the school. No individualization of instruction occurred. The findings suggest that basic teaching assumptions of the middle school staff remained unchallenged. Teachers saw the problem of reform as maintaining control and discipline so students would acquiesce to the authority of professionals. The IGE/S activities made the prevailing school orientations seem psychologically appealing. Further, the reform functioned externally to legitimate the school program within the larger communities. (Author)

ED 135 054 95 EA 009 160

Holmquist, Albert M.

A Definitional Field Study of Decision Making in IGE/MUS-E Schools. Technical Report No. 377.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Contract—NE-C-00-3-0065

Note—149p.; Report from the Project on Organization for Instruction and Administrative Arrangements

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Conflict Resolution, *Decision Making, Doctoral Theses, Educational Change, Elementary Education, Group Dynamics, *Individualized Instruction, Literature Reviews, Models, *Multiunit Schools, *Organization Identifiers—*Individually Guided Education

The purpose of this study was to investigate and describe decision-making in Individually Guided Education (IGE) schools. Concepts from four selected conceptual frameworks—rational decision process, organizational structure, individual traits and values, and group interaction—were set forth as guidelines for observations. Data collected from three successful, diverse IGE schools included primary documents, transcripts of meetings, and semi-structured and unstructured interviews. Decision processes at each

school were described within the framework of the four basic theoretical frameworks. All observed decisions were then compared and contrasted within and across schools in this same framework. A new model of decision-making emerged from the data. The model was used to examine the decision-making processes observed in the three schools, compared and contrasted with existing theories of decision-making, and some modifications of these theories were suggested. (Author/MLF)

ED 135 055 EA 009 164

Greenfield, William D.

On-the-Job Learning and Administrative Performance: A Response to Brown's Model.

Pub Date Feb 77

Note—5p.

Journal Cit—CCBC Notebook; v6 n2 pp14-17 Feb 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Education, Educational Programs, *Employment Experience, Inservice Education, On the Job Training, Performance Based Education, *Professional Training, Universities

Both the more traditional and the emerging competency (performance) based training programs for administrators continue to overlook the rich, informal learning that occurs both before and after formal professional training. The author takes issue with Thomas Brown's model, "Interrelating Inservice Education to Preparation Programs," on these grounds. He argues that preservice and renewal training programs should not ignore what teachers and administrators have gleaned from on-the-job experience. (Author)

ED 135 056 EA 009 165

Erlanson, David A.

The Case Against Competency Based Education.

Pub Date Feb 77

Note—5p.

Journal Cit—CCBC Notebook; v6 n2 pp23-26 Feb 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Assessment, *Educational Problems, *Performance Based Education, Performance Based Teacher Education, Professional Education, State Departments of Education, *State Standards

Oversimplification, overspecification, and difficulties in assessment are the criticisms most frequently leveled against competency (performance) based education. These problems are exacerbated by state governments and departments of education that have given very close attention to their mandated competency-based programs. State mandated competency-based programs bear much closer resemblance to their natural parents, the state bureaucracies, than they do to the basic demands of society. Like all bureaucracies, they depend heavily on simplistically defined, interchangeable parts and will sacrifice nearly all other values to maintain them. Although competency-based education (CBE) was intended to guarantee that certified professional educators possess a "minimum" set of skills, in practice, the minimum frequently becomes the maximum achievement expected from students. CBE programs tend to be a dead end for the individuals who pass through them. The proliferation of trivial CBE programs makes it difficult for good ones to exist. (Author)

ED 135 057 EA 009 168

Cardenas, Jose A.

Texas School Finance: Past, Present & Future.

Pub Date Sep 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, Equalization Aid, Property Taxes, *State Aid, *State Legislation, Teacher Salaries

Identifiers—*Texas

Attempts to resolve inequalities in the state's financing of education in the 1975 legislature were a failure because the groups behind the three advocacy positions (increase teacher salaries, increase funds for basic costs, and increase equalization) caused divisiveness that allowed erosion of the reform measures. The basic issues in late 1976 were essentially the same as those before the 1975 legislature—property tax equity, teacher salaries, enrichment equalization, and construction. If the finance dilemma is to be

resolved, the legislature must either provide relief by having the state pick up an increased portion of the costs of education or the school budgets must be cut. The latter option would have dire economic consequences for the state. The school finance situation in Texas suffers from negative leadership. (Author/IRT)

ED 135 058 95 EA 009 173

Speedie, Stuart M. Sanders, Susan

Data Management & Decision Making. Technical Report No. 14.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Contract—NE-C-00-3-0075

Note—208p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Computer Science, Computer Science Education, *Cost Effectiveness, Decision Making, *Educational Administration, Educational Objectives, *Instructional Materials, Management Systems, Needs Assessment, *Operations Research, *Program Evaluation, Questionnaires, Simulation, Summative Evaluation

Identifiers—PERT, *Program Evaluation and Review Technique

"Data Management and Decision Making" is a set of instructional materials designed to teach practicing and potential educational administrators about the uses of operations research in educational administration. It consists of five units—"Operations Research in Education," "PERT/CPM: A Planning and Analysis Tool," "Linear Programming," "Queueing Theory," and "Computer Simulation." The first unit is an introduction. Each of the subsequent four units introduces a specific operations research technique and provides instruction on the basic terminology and skills involved in the technique. These materials were subjected to extensive testing and revision as part of the developmental project. The evaluation included a needs assessment, field testing, and cost-benefit analysis. Information on the evaluation is included along with the needs assessment instrument. (Author/IRT)

ED 135 059 EA 009 175

Alvir, Howard P.

Educational Administration Techniques for the Busy Executive to Use During On-Site Visits and Routine Inspections.

Pub Date 6 Jan 77

Note—33p.; Some pages may be marginally legible due to print quality of original document. Available from—Claire Gelinas Alvir, 27 Norwood Street, Albany, New York 12203 (send stamped self-addressed envelope)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Objectives, *Evaluation Methods, Inservice Teacher Education, *Self Evaluation, *Teacher Evaluation, Technical Education, *Vocational Education Teachers

This document is intended for persons responsible for supervising teachers in trade or technical programs, for persons monitoring programs in occupational areas, and for those interested in self-evaluation concepts. The document includes a pretest that serves as an aid for the clarification of values and tactics for local, onsite self-evaluation. Also included are some comments on working with trade and technical teachers, a list of goals for a ten-day course on teacher self-evaluation, local self-evaluation questioning techniques, and general guidelines to follow when using self-evaluation techniques. (Author/IRT)

ED 135 060 EA 009 176

Rhone, David H. And Others

Pennsylvania Public School Finance: A Basic Guidebook Reviewing the Support and Funding of Public Education.

Pennsylvania School Boards Association, Inc., Harrisburg.

Pub Date 76

Note—161p.; Pages 45-64 may not reproduce clearly due to small print size

Available from—Pennsylvania School Boards Association, Inc., 412 North Second Street, Harrisburg, Pennsylvania 17101 (\$4.00, quantity discounts)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Boards of Education, *Educational Finance, Educational History, Elementary Secondary Education, *Federal Aid, *Finance Reform, *Foundation Programs, *School Taxes, *State Aid
Identifiers—*Pennsylvania

This handbook is designed to assist school board members and school administrators in dealing with school management issues and problems. The first chapter provides a historical review of public school finance. The next three chapters deal with the source of public education funding, the general nature of local taxing authority, and the manner in which state taxing authority augments local taxes. Two of the chapters deal with costs and cost influences. Chapter 5 deals with federal aid. Chapter 6 provides a layman's understanding of the sometimes complicated Pennsylvania school subsidy system. It also provides some comparisons with other state subsidy systems. Chapter 7 provides comparative financial statistics at the national, state, and local levels. Chapter 8 presents existing and possible future options school officials may consider as they examine public school costs. The final chapter offers some alternatives and suggestions for improved school district business practices. (Author/IRT)

ED 135 061 95 EA 009 177

Hathaway, Walter, Ed. Scofield, Sandra, Ed.
Proceedings of a Conference on "Educational Reform: The Role of Competency Based Education."

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Council of Chief State School Officers, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Contract—400-76-0028

Note—177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Educational Assessment, *Educational Change, Elementary Secondary Education, *Performance Based Education, *Program Descriptions, Skills, *State Departments of Education, *State Programs, *State Standards
Identifiers—Oregon Competency Based Education Program

In mid-July of 1976, more than 70 education policy-makers, practitioners, and researchers representing more than 35 states gathered in Denver to exchange information about the implementation and impact of competency-based education (CBE) in the public schools. This proceedings is a record of those four days. During the conference these policy-makers, practitioners, and researchers who are on the cutting edge of the CBE movement reported on their progress and their problems, their data and their insights, their procedures and their motives. Time was carefully reserved for discussion and much of the information that both program and conference participants reported as being most useful to them resulted from these lively exchanges. This compilation of proceedings offers the full text of major addresses where the text was available. It abstracts the presentations by state representatives and researchers and it summarizes some of the final day's discussion. In addition, it gives information about CBE issues, trends, policies, programs, developments, and resources gathered during and after the conference. (Author/IRT)

ED 135 062 95 EA 009 178

Tron, Esther O. And Others

Selected Papers in School Finance: 1975.

Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—224p.; Table 5 may not reproduce clearly due to small print size; For related documents, see ED 108 289 and ED 130 384

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Cost Indexes, Costs, *Educational Finance, Elementary Secondary Education, *Equalization Aid, Expenditures, Multiple Regression Analysis, *State Aid, Statistical Analysis, Student Teacher Ratio, *Teacher Salaries, Teacher Supply and Demand, Teaching Quality

Identifiers—California, Florida, Michigan

The three papers in this volume describe exploratory efforts to adjust state aid to local school districts so as to reflect differences in local costs unrelated to school program content. Each study

is limited to an analysis of relevant data for one of the three states considered—Michigan, California, and Florida. The underlying assumption is that one dollar in state aid or other revenue does not purchase the same amount of educational service throughout a state because of differences in local prices. The problem addressed is, can states adjust educational aid for local cost differences? The studies are technical as they center around theoretical and statistical analysis for selecting the most reliable variables for which data are available and which are associated with inter-district differences, primarily teacher salaries. One major problem is in determining which district features are supply-related variables and which are demand-related. Another problem concerns the amount of variation in prices paid that can be traced to features or variables included in the analyses. (Author/IRT)

ED 135 063 95 EA 009 180

Brown, Linda E.

A Manual on Proposal Writing & Research Techniques.

Texas Southern Univ., Houston. Urban Resources Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—37p.; Not available in hard copy due to light print of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Faculty, Financial Support, *Grants, Higher Education, Project Applications, *Research Projects, *Research Proposals, *Universities

Identifiers—Texas Southern University

The intent of this manual is to provide an overview of approaches to grant proposal preparation, tips on standard methodological procedure, and the development of a research plan when applying for funds from public and private sources. It includes a skeletal outline of the elements normally required in research proposal preparation, which include an abstract, a summary of facilities available, the budget necessary to carry out the desired research project, a list of faculty personnel and their qualifications, and a narrative account of relevant research, purposes and objectives of the proposed study, description of procedures, and the usefulness of the proposed research findings. Written for use by faculty members at Texas Southern University, this manual also outlines the proposal review procedures for that institution. (Author/DS)

ED 135 064 95 EA 009 181

Mills, Joe D. And Others

Planning, Design and Implementation: A Year in Review. Annual Report. Strengthening Local Administration of Vocational Education Through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils.

University of South Florida, Tampa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—CC5-01

Pub Date 76

Grant—OEG-75-0456

Note—159p.; Pages 23-29 and 62-64 may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Education, Annual Reports, *College High School Cooperation, Community Colleges, Post Secondary Education, *Program Descriptions, Program Evaluation, Secondary Education, Vocational Education

Identifiers—*Florida, Florida Coordinating Council Development Project

The purpose of the Florida Coordinating Council Development Project is to further develop the processes and procedures used by community college district coordinating councils so that all school districts and community colleges can cooperatively plan, implement, and evaluate an appropriate delivery system for vocational education, adult general education, and community instructional services. The project is to conduct a comprehensive study of the status of local coordinating councils to determine progress in role definitions, scope of authority, and operational procedures; design model operating procedures appropriate to each council; implement the designed model operating procedures in pilot settings; determine the effectiveness of each alter-

native design; and disseminate validated operating procedures. The milestones of the first year of operation that are discussed here are the selection of the six pilot sites; the selection of the project staff; the completion of the Status Study; the preparation of a questionnaire and accompanying resource guide to be used by the councils to determine the scope and content of their operating procedures; the development of model operating procedures from the answers to the questionnaire; and the administration and results of the first major evaluation instrument, the Process-Progress Inventory. Appendixes supply supplemental information. (Author/IRT)

ED 135 065 95 EA 009 182

Project ORDER: Organization for Responsibility, Dependability, Education and Reality. Evaluation Report 1974-75.

North Forest Independent School District, Houston, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—101p.; An E.S.A.A. II Project for B.C. Elmore Middle School; For a related document, see EA 009 183

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Auto-instructional Aids, Cocurricular Activities, Curriculum, *Educational Environment, Educational Objectives, *House Plan, Individualized Instruction, *Middle Schools, Models, Program Descriptions, Questionnaires, Secondary Education, *Student Attitudes, *Student Behavior, Teaching Methods, Urban Education

Identifiers—Emergency School Aid Act

Project ORDER is a pilot project tested in an urban middle school in Houston, Texas. The program was intended to improve the general school atmosphere; to improve students' attitudes toward the school, its program, faculty, and administration; to show significant improvement in pupil behavior; and to substantially improve teaching-learning experiences and cognitive achievement. Implementation of the program was marked by three distinctive but overlapping strategies—use of the cluster approach to functional control, the introduction of several methods for teaching affective education, and the addition of personnel, including team leaders, counselors, a supervisor for the crisis intervention center, and teacher aides. The objectives, activities, and evaluation methods for each of the program's subsystems—curriculum, student body, extracurricular activities, class schedule, administration, facilities, and faculty and staff—are presented. Appendixes present instructions for writing an auto-tutorial learning packet and supplemental information on the program. (Author/IRT)

ED 135 066 95 EA 009 183

Project ORDER: Organization for Responsibility, Dependability, Education and Reality.

North Forest Independent School District, Houston, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—91p.; An E.S.A.A. III Project for B.C. Elmore Middle School; For a related document, see EA 009 182

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Auto-instructional Aids, Cocurricular Activities, Curriculum, *Educational Environment, Educational Objectives, *House Plan, Individualized Instruction, *Middle Schools, Models, Program Descriptions, *Program Evaluation, Questionnaires, Secondary Education, *Student Attitudes, *Student Behavior, Teaching Methods, Urban Education

Identifiers—Emergency School Aid Act

Although it deals with both years of the program, this report is primarily concerned with the second year of Project ORDER. The program's objectives were to improve the general school atmosphere, including teacher, student, and parent attitudes toward the school; to show continued significant improvement in pupil behavior; and to substantially improve teaching and learning experiences and achievements. The program was implemented by four distinctive and overlapping strategies—the use of the cluster approach to functional control; the use of extensive inservice education to enable teachers to apply various methods for teaching affective education; the ad-

dition of personnel; and the provision of consultants for leadership and assistance in a thorough restudy and revision of the curriculum. In the second year of the project, emphasis was placed on dissemination and replication. This report consists of a summary of the program's objectives and activities and of the evaluation data that has been collected and analyzed during the year. The three basic system objectives are examined and then the objectives, activities, and achievements of the program's subsystems—curriculum, facilities, public relations, extracurricular activities, student body organization, faculty and staff, administration, and class schedule—are presented. Appendixes contain related information. (Author/IRT)

ED 135 067 95 EA 009 184
Staff Development. The Best of ERIC, Number 26.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Annotated Bibliographies, Elementary Secondary Education, Inservice Education, *Inservice Programs, Inservice Teacher Education, Principals, Program Descriptions, *Staff Improvement, *Teachers

The 13 documents discussed in this annotated bibliography are primarily concerned with inservice programs for administrators but some coverage of inservice programs for teachers is included. (IRT)

ED 135 068 EA 009 190

Williams, Richard C. And Others

Effecting Organizational Renewal in Schools: A Social Systems Perspective. I/D/E/A Reports on Schooling.

Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date 74

Note—138p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$7.95)

Document Not Available from EDRS.

Descriptors—Conflict, *Educational Change, Elementary Education, Leadership Qualities, *Leadership Styles, *Organizational Change, Organizational Theories, Parents, *Personal Values, *Principals, *Role Conflict, Role Perception, Social Systems, Teachers, Values
Identifiers—*Getzels and Guba Social Systems Model, Organizational Renewal

This book reports on three studies of organizational renewal conducted in eight elementary schools—four of which ranked high in organizational renewal and four of which ranked low. Examining the schools as a social system, the book deals with the theoretical context of institutional renewal in general and summarizes several empirical studies conducted within the theoretical framework developed by Getzels and Guba. Each of the three studies asks a question about the organizational and administrative concomitants of the ability to attain the goal of organizational renewal—What is the relation between the leader behavior of the principal and the school's organizational renewal ranking? What is the relation between types of strain or conflict between the teachers' personal dispositions and role expectations, models of adaptation to the strain of conflict, and the school's ability to achieve organizational renewal? Are the relations between the values of the teachers, the principals, and the parents associated with the school's organizational renewal ranking? (Author/IRT)

ED 135 069 EA 009 192

Bee, Helen L.

A Developmental Psychologist Looks at Educational Policy: Or the Hurrier I Go the Behinder I Get. An Occasional Paper.

Aspen Inst. for Humanistic Studies, New York, N.Y.

Pub Date 76

Note—29p.; This review was developed by the Program on Education for a Changing Society Available from—Aspen Institute for Humanistic Studies, Publishing Program Office, P.O. Box 1652, 360 Bryant Street, Palo Alto, California 94302 (\$1.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Child Development, Cognitive Development, *Developmental Psychology, Developmental Stages, Disadvantaged Youth, *Early Childhood Education, *Educational Research, Educational Theories, Exceptional Children, *Literature Reviews, Minority Group Children, Sex Stereotypes

This review of developmental psychology research points out that in many areas, research has not (and, in some cases, cannot) answer complex questions relating to child development. The author surveys research dealing with disadvantaged and minority group children whose achievement seems to lag behind other children. She questions whether this achievement lag is a result of differences in basic competence or differences in performance alone. The research is inconclusive, although some does indicate that early intervention (early childhood education) can help close the gap. The same is true for handicapped and retarded children. She notes the prevalent sex stereotyping that occurs in the schools and argues that the schools ought to portray men and women, as much as possible, in equivalent roles and with equivalent skills and characteristics. The author concludes that while research can point to areas in which rethinking of goals is needed, the selection of goals themselves should be based on other criteria as well, such as a vision of what society should be like in the future and value judgments about the nature and proper function of education. (Author/DS)

ED 135 070 EA 009 193

Kirst, Michael W.

Governance of Elementary and Secondary Education. An Occasional Paper.

Aspen Inst. for Humanistic Studies, New York, N.Y.

Pub Date 76

Note—28p.; Paper prepared under the auspices of the Program on Education for a Changing Society of the Aspen Inst. for Humanistic Studies

Available from—Aspen Institute for Humanistic Studies, Publishing Program Office, P.O. Box 1652, 360 Bryant Street, Palo Alto, California 94302 (\$1.50)

Document Not Available from EDRS.

Descriptors—Collective Bargaining, Community Control, Educational Administration, *Educational Change, Educational Policy, Educational Trends, *Elementary Secondary Education, Federal Aid, *Federal State Relationship, *Governance, Government Role, Political Influences, *School District Autonomy, *State School District Relationship

Local control is emphasized in this examination of the roles of state, federal, and local governments in education policy and change. Federal and state role priorities should be to provide resources and stimulation for the major decisions and changes at the school site. The role of the state in school district governance, which has steadily been increasing, can be diminished. Collective bargaining reforms and school site governance would do a great deal to overcome the need for detailed state regulations. The federal government, as well as the state governments, can assist local districts and individual schools with grant moneys. The author proposes a governance plan that meets these requirements and that recognizes that it is the school, rather than the entire district, which is the critical nexus between the child and the substance of education. (Author/DS)

ED 135 071 EA 009 194

Thomas, Thomas C. Larson, Meredith A.

Educational Indicators and Educational Policy. An Occasional Paper.

Aspen Inst. for Humanistic Studies, New York, N.Y.

Pub Date 76

Note—23p.; Program on Education for a Changing Society

Available from—Aspen Institute for Humanistic Studies, Publishing Program Office, P.O. Box 1652, 360 Bryant Street, Palo Alto, California 94302 (\$1.50)

Document Not Available from EDRS.

Descriptors—Curriculum, Educational Finance, Educational Innovation, *Educational Policy, *Educational Trends, Elementary Secondary Education, Enrollment Trends, Post Secondary Education, Social Change, Tables (Data)

This booklet is part of a set of background policy papers intended to provide a basis for analyzing recent experience and outlining future social and educational issues. The particular paper reviews major educational trends and indicators over the past 20 years and then discusses the issues the authors believe will be uppermost in policy debates during the next decade. Major topics discussed include trends and policy issues in post-secondary education, elementary and secondary school enrollment and finance, curriculum and pedagogical innovations in schools, and societal forces and the role of the policy-makers. (Author/JG)

ED 135 072 EA 009 199

Meredith, Vana H. And Others

South Carolina First Grade Pilot Project 1975-76:

The Effects of Class Size on Reading and Mathematics Achievement. Office of Research Report Series Volume 1/Number 26.

South Carolina State Dept. of Education, Columbia.

Pub Date Jan 77

Note—96p.; A joint effort of the Division of Administration and Planning, Office of Research, Division of Instruction, Office of General Education, and Curriculum Development section; Page 90 may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Academic Achievement, *Class Size, Elementary School Mathematics, *Inservice Teacher Education, *Primary Education, Reading Achievement, *Student Teacher Ratio, Tables (Data)

Identifiers—South Carolina

This study was intended mainly to examine the effects of class size on the reading and mathematics achievement of first graders and also to determine the effects of teacher inservice training on student achievement. Data were gathered from 25 pairs of first-grade classes from 23 South Carolina school districts. Each pair of classes was made up of one experimental and one control class of similar racial and socioeconomic background but different size. Experimental classes contained an average of 19.9 students, while control classes contained an average of 26.7 students. Approximately half of the 50 teachers received inservice training; within each pair of classes, either both teachers or neither teacher received inservice training. Results indicated that the overall achievement of first-grade students in small classes was substantially greater than overall achievement of students in large classes. However, neither teacher inservice training nor the interaction of class size and inservice training had any significant effect on overall achievement. (Author/JG)

ED 135 073 EA 009 200

Kowalski, Joan P. Sullivan

Orientation Programs for New Teachers. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date 77

Note—85p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Literature Reviews, *National Surveys, *Orientation Materials, Principals, *Program Evaluation, School Districts, School Orientation, Tables (Data), *Teacher Orientation, Teacher Programs

This report on new teacher orientation programs contains the results of the Educational Research Service's survey of 1,261 school districts of various sizes throughout the nation. The survey uncovered many differences in how school districts go about initiating new teachers to their duties. Some districts begin the orientation program when the teacher is hired and continue to schedule special activities for all new teachers in the district during the year. Other districts have a much less formal, thorough approach to teacher orientation. In addition to the statistical data gleaned from the survey, this report contains examples of various kinds of orientation programs, samples of orientation materials (such as hand-

books), examples of evaluation instruments used to ascertain orientation program effectiveness, and a brief review of the literature on teacher orientation. (Author/DS)

ED 135 074 EA 009 201

Erickson, Kenneth A. Shinn, James L.
Half-Million-Dollar Decisions—the Recruitment and Selection of Educators. OSSC Bulletin Vol. 20, No. 6.

Oregon School Study Council, Eugene.

Pub Date Feb 77

Note—23p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Administrative Personnel, *Administrator Guides, *Administrator Selection, Elementary Secondary Education, *Personnel Policy, Recruitment, School Personnel, *Teacher Recruitment, *Teacher Selection

This booklet is intended to aid school officials in developing recruitment and selection procedures that fit local needs for hiring new teachers and administrators. The authors outline two basic recruitment and selection plans—one for teaching positions and one for administrative positions. Although these suggestions are designed for school districts large enough to have a full-time personnel administrator, minor modifications would make them applicable to smaller districts as well. (Author/JG)

ED 135 075 EA 009 202

Miller, Lorin L.

The New State Graduation Requirements: An Overview and Discussion. OSSC Bulletin Vol. 20, No. 7.

Oregon School Study Council, Eugene.

Pub Date Mar 77

Note—39p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Guides, Change Strategies, *Graduation Requirements, Models, *Performance Based Education, *Program Development, Records (Forms), *Secondary Education

Identifiers—*Oregon

This publication examines the new Oregon competency-based high school graduation requirements that became effective in the fall of 1976, delineates some of the pros and cons of the requirements, assesses the early experience with the requirements, and speculates about the requirements' eventual impact. In addition, a major section of the booklet outlines components of a model plan intended to aid school districts in complying with the new graduation requirements. (Author/JG)

ED 135 076 EA 009 203

Stewart, G. Kent

Calculating School Building Utilization.

Pub Date [77]

Note—12p.; Page 5 may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Size, Elementary Secondary Education, *Facility Utilization Research, *Methods, *Space Utilization, Tables (Data)

Building utilization calculations provide an effective management tool for scheduling rooms, teachers, and class groups. Additionally, utilization data help justify need for modernization or replacement of outmoded facilities. A method is presented to help principals provide such figures in a usable and understanding fashion. (Author/MLF)

ED 135 077 EA 009 208

Riley, Bob

The Effect of Title IX of the Education Amendments of 1972 on the Administration of Girls' Competitive Athletic Programs in Selected Public High Schools of Texas.

East Texas School Study Council, Commerce.

Pub Date 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Problems, Affirmative Action, Athletic Programs, Comparative Analysis, *Extramural Athletic Programs, *Federal Legislation, *Females, Questionnaires,

School Surveys, *Sex Discrimination, Tables (Data)

Identifiers—*Education Amendments 1972 Title IX, Texas

To collect data for this study, a total of 279 questionnaires were mailed to school superintendents selected from a stratified random sample of public school districts in Texas. A total of 238, or 86 percent, of the questionnaires was returned. The study was designed (1) to describe some of the factors that directly affect the administration of girls' competitive athletic programs in each of the five interscholastic league classifications of Texas public high schools; (2) to determine the status of girls' athletics prior to passage of Title IX of the Education Amendments of 1972, the interim from 1972 to 1975, and since implementation of Title IX regulations on July 21, 1975; and (3) to describe the effect of Title IX on the administration of girls' competitive athletic programs. The study also investigated administrative considerations in providing female students the opportunity to participate in athletics; actions taken by school officials to provide facilities, finances, staff, activity periods, and supervision of programs; administrative planning to implement Title IX guidelines; extent of compliance in the school districts; and major administrative problems in implementing Title IX regulations in the public high schools of Texas. (Author/MLF)

ED 135 078 EA 009 211

The Impact of Federal Commodity Donations on the School Lunch Program. Department of Agriculture. Report to the Committee on Education and Labor, House of Representatives.

Comptroller General of the U.S., Washington, D.C.

Report No.—CED-77-32

Pub Date 31 Jan 77

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Agricultural Production, Cost Effectiveness, Delivery Systems, Dining Facilities, *Efficiency, Environmental Influences, Food, Food Handling Facilities, *Lunch Programs, *Needs Assessment, *Nutrition, Nutrition Instruction, Purchasing, Resource Allocations, School Districts, State Federal Aid, Student Attitudes, Wastes

The Department of Agriculture's program for purchasing and distributing commodities for the school lunch program was reviewed in 15 school districts, one very large, one medium sized, and one small school district in each of five states—California, Kansas, Missouri, Ohio, and Pennsylvania. The objectives of the review were to (1) assess the responsiveness of the federal commodity program to the needs of school districts, (2) evaluate the advantages and disadvantages of school districts receiving cash in lieu of federal commodities under the school lunch program, and (3) assess the reasons for plate waste in the school lunch program and identify possible solutions to the problem. Among the recommendations made are (1) taking positive steps to make sure that the commodity program is more responsive to the problems and needs of local school districts, (2) greater promotion of nutrition education in school health programs to help reduce plate waste, (3) encouraging state and local school authorities to improve lunch facilities and atmosphere, and (4) including a nutrient standard as an option to the type A lunch pattern to provide greater flexibility in using commodities. (Author/MLF)

ED 135 079 EA 009 212

Three Views of Contemporary Research Literature: Class Size, Open Plan Schools, Flexible-Modular Scheduling. Research Report Number 1973-1.

National School Boards Association, Washington, D.C.

Pub Date 73

Note—21p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$1.50, quantity discounts)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Annotated Bibliographies, *Class Size, Educational Environment, Educational Policy, Educational Research, *Flexible Scheduling, *Literature Reviews, *Open Plan Schools, *Schedule Modules

Educators and educational policy-makers frequently resort to three strategies for improving student achievement and for improving the quality of the learning environment in schools: (1) reducing the number of students per class, (2) revising the use of school space, and (3) revising the schedule of student and teacher time. These reviews of contemporary research literature on class size, open plan schools, and flexible-modular scheduling may suggest to educators and educational policy-makers that changes in the use of space and the use of student and teacher time may be more effective than reducing class size. (Author)

ED 135 080 EA 009 214
School Facilities Planning. Research Report Number 1974-2.

National School Boards Association, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-8-080353-3514

Note—25p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$2.50, quantity discounts)

Document Not Available from EDRS.

Descriptors—Architectural Programming, Bibliographies, Community Education, *Community Schools, Elementary Secondary Education, Environmental Education, *Facility Planning, Found Spaces, Landscaping, *Literature Reviews, *School Planning, *Shared Facilities, *Site Development

Literature reviewed in this report is intended to help school boards reconsider conventional approaches to school facilities planning. A blueprint is presented for good relationships between decision-makers and architects, explaining a sequence for the planning and construction process and the roles each party should fulfill to work successfully. Information is included about selecting an architect and the job of special consultants. Traditional site development and landscaping are discussed as well as new alternatives. Found spaces, joint occupancy, educational parks, relocatable buildings, and sites that enhance environmental awareness are defined as possible solutions to specific schooling problems. The complex legal problems of joint occupancy are discussed along with examples of existing joint occupancy programs. The final chapter discusses the community schools idea as it relates to the changing roles for public schools and to educational problems of large urban systems and steers the reader to examples of, and possible funding sources for, community school programs. The report concludes with a comprehensive bibliography. (Author/MLF)

ED 135 081 EA 009 215

The Fifty State School Boards Associations.

National School Boards Association, Washington, D.C.

Pub Date Jan 75

Note—34p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$2.50, quantity discounts)

Document Not Available from EDRS.

Descriptors—*Boards of Education, Elections, Elementary Secondary Education, Expenditures, Governance, National Organizations, *Professional Associations, Salaries, *Tables (Data)

This report includes information on state school boards associations that was collected in a questionnaire mailed in October, 1974. In most instances, the information sought applied to the association's last fiscal year. The respondents were asked to provide estimates when necessary; these responses are so indicated in the accompanying tables. Included is information on topics such as selection of board members and length of their terms, remuneration to board members, open meeting laws, and on the finance, income, membership dues, expenditures, indicators of effort, governance, and staffing of state associations. (Author/IRT)

ED 135 082 EA 009 216

Marx, Gary

Radio: Your Publics Are Listening!

National School Boards Association, Washington, D.C.

Pub Date 76

Note—63p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$3.50, quantity discounts)

Document Not Available from EDRS.

Descriptors—Boards of Education, Communication (Thought Transfer), Elementary Secondary Education, News Media, *Organizational Communication, Programming (Broadcast), Publicize, *Public Relations, *Radio

The purpose of this booklet is to provide school board members, administrators, teachers, and others interested in education with an understanding of radio, how it works, and how school systems can take advantage of the communications possibilities offered by radio. After providing background information on radio as a mass communications medium and as a business, the author deals with programming, performing on the air, and making radio a part of a school communications program. (Author/IRT)

ED 135 083 EA 009 217
School Board Meetings. Research Report Number 1976-2.

National School Boards Association, Washington, D.C.

Pub Date 76

Note—33p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$3.50, quantity discounts)

Document Not Available from EDRS.

Descriptors—*Board Administrator Relationship, *Boards of Education, Curriculum, *Decision Making, Elementary Secondary Education, Guidelines, *Meetings, *School Superintendents

This report first explores the conventional wisdom about what makes an effective school board meeting and then views what has been discovered about how boards actually conduct their business. Where it is clear that conventional wisdom and actual practice do not agree, questions are raised. It is recommended that a school board consciously consider its meeting behavior, thinking about the kind of board it is and the kind it wants to be; think of its goals and priorities and then try to tailor its meeting procedures to meet those goals; review the conventional wisdom, research, and recommendations made by researchers and then judge which practices it should adopt or adapt; and write its meeting procedures in bylaws and policy and follow them until such time as those procedures no longer work. (Author/IRT)

ED 135 084 EA 009 218
Year-Round Education for the Third Century of America. A Report of the 8th National Seminar on Year-Round Education (Long Beach, California, January 25-28, 1976).

National Council on Year-Round Education.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date Jan 76

Note—77p.; Photos may not reproduce clearly; For a related document, see ED 113 816

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Conference Reports, Educational Planning, Elementary Secondary Education, *Program Descriptions, Program Evaluation, *Year Round Schools

This publication is a cross-section summary of the conference rather than a complete summary. Along with lists of tapes of presentations, photographs, resource addresses, and the names of those on the seminar committee is a random cross-sample of written comments. Included in the written comments are observations on existing programs, evaluation, and planning. (Author/IRT)

ED 135 085 EA 009 219

Mader, Frederick H. Mader, Paul Douglas
Private Schools in the Deep South: An Examination of Public School Officials' Attitudes Toward Their Social Impact, Growth, and Decline.

Spons Agency—Western Kentucky Univ., Bowling Green.

Pub Date Nov 75

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Sociological Association

(Monroe, Louisiana, November, 1975); For related documents, see ED 122 402 and EA 009 220

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Attitudes, County School Systems, Elementary Secondary Education, Parochial Schools, *Private Schools, Public Schools, Questionnaires, *Racial Segregation, *School Segregation, *School Superintendents, Social Influences, Social Status, Socioeconomic Status, Urban Schools

Identifiers—*Alabama

This study is an exploratory research effort dealing specifically with the relationship between six independent variables (number of private schools, city or county school district, metropolitan or nonmetropolitan location of schools, private school affiliation, private school types, existence of social elite enrolled in private schools) and a series of eight attitudinal items tapping public school superintendents' ideas about the return of students to the public school and the social impact of the private academies. The first four of the dependent variables—increased faith in public schools, poor private school facilities, poor quality education in private schools, and increasing tuition costs—deal with why students return to the public schools. The second four—private schools took student overload, private schools provided an outlet for racial tension, private schools made public school officials more aware of needs, and private schools created community-based social tensions—deal with the social impact of private schools. Data for this study were collected from questionnaires mailed to all public school superintendents in Alabama. The data were collected during August, 1975, and a response rate of over 60 percent was achieved. (Author/MLF)

ED 135 086 EA 009 220

Mader, Frederick H. Mader, Paul Douglas

Direct Experience As a Factor in the Development of Public School Superintendents' Attitudes Toward the Private School Movement.

Pub Date Nov 76

Note—16p.; Paper presented at the Annual Meeting of the Mid-South Sociological Association (Monroe, Louisiana, November, 1976); For related documents see EA 009 219 and ED 122 402

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Attitudes, Educational Needs, Educational Quality, Elementary Secondary Education, Facility Requirements, *Private Schools, Public Schools, Questionnaires, Racial Discrimination, *Racial Segregation, *School Segregation, *School Superintendents, Social Problems, Tuition

Identifiers—*Alabama

This study explores the relationship between attitudes of public school superintendents and the amount of direct experience they have had dealing with the development of private academies in their respective school districts. The dependent variables consist of eight attitudinal items. The first four deal with potential reasons for the return of students to public schools, and the last four deal with impacts of private schools. Data for this study were collected from questionnaires mailed to all public superintendents in Alabama. A final return rate of over 70 percent was achieved. (Author/MLF)

ED 135 087 EA 009 222

March, Michael S.

The Colorado State Budget Study: An Evaluation with Proposals for Improvement.

American Society for Public Administration. Colo. Chapter. Denver, Colo.

Pub Date Oct 76

Note—35p.; Not available in hard copy due to light print of original document

Available from—Bureau of Governmental Research and Services, 125 Ketchum Building, University of Colorado, Boulder, Colorado 80309 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgeting, Budgets, Elementary Secondary Education, *Finance Reform, Governmental Structure, Higher Education, *Interagency Cooperation, *Program Evaluation, State Action, *State Government, *State Officials

Identifiers—*Colorado

Although Colorado's present budget system has protected the state from deficit spending, it has not kept up with the additional management requirements caused by post-World-War-II developments. The problems with the current system focus on the roles of the general assembly and the governor as well as on the areas of the institutional budgetary process, long-range planning, budgetary confusion and lack of control, accountability, and program evaluation. The suggested principles on which to base improvement of the budgetary process and the suggestions for implementation of reform focus on these problem areas while laying emphasis on improved relations between the governor and the general assembly and on strengthening the institutional budgeting process. (Author/IRT)

ED 135 088 EA 009 223

Barnard, Douglas P. Hetzel, Robert W.

A Process for Committee.

Pub Date [76]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *Check Lists, *Committees, *Guidelines

It is the contention of the authors that most committees are frustrating to their members because of the lack of committee skills on the part of administrators. Committee skills are the administrative processes, skills, and techniques required to accomplish a desired task. This paper furnishes guidelines for determining whether to form a committee and for ensuring successful committee operations and provides a checklist for administrators to use in assessing their committee skills. (Author/IRT)

ED 135 089 EA 009 224

Pupil Progression Plan for the Dade County Public Schools. 1977.

Dade County Public Schools, Miami, Fla. Div. of Instructional Planning and Support.

Pub Date 19 Jan 77

Note—42p.; Page 23 may not reproduce clearly due to small print size

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Communication Skills, Courses, Elementary Secondary Education, *Graduation Requirements, Mathematics Education, Objectives, Performance Based Education, Report Cards, School Systems, Standards, State Legislation, *State Standards, *Student Placement, *Student Promotion

Identifiers—*Dade County Florida Public Schools

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the board rules and administrative procedures required to implement state legislative and local board pupil progression requirements. Sections of the document cover general procedures for promotions and assignments; promotion and placement in the elementary school; promotion and placement in the secondary school; a summary of pupil progression requirements in the secondary school; the minimum standards for promotion and placement in mathematics and communication skills at the third, fifth, eighth, and eleventh grades; methods of reporting student progress; and provisions for speakers of languages other than English and for exceptional students. (Author/IRT)

ED 135 090 EA 009 226

Warner, Carolyn

"If You Don't Make a Difference, Who Will?" Superintendent's Statewide Advisory Committees. Final Report—Phase I.

Arizona State Dept. of Education, Phoenix. Central Advisory Council.

Pub Date Oct 75

Note—45p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Advisory Committees, Boards of Education, Curriculum, Discipline, Educational Administration, Educational Finance, Elementary Secondary Education, Individual Development, Industry, Organization, Parents, Planning, Policy Formation, *State Programs, Teachers

Identifiers—*Arizona

The Arizona superintendent of instruction established five statewide committees of thirty persons each to identify and prioritize the educa-

tional needs of the state. Each of these committees was composed of representatives of one identifiable group—parents; persons in business, industry, and labor; teachers; school administrators; and local boards of trustees/education. The results of these groups' efforts are presented in chart form. The areas covered are discipline and personal development, curriculum and instruction, finance, organization and administration, and planning and policy determination. (Author/IRT)

ED 135 091 EA 009 227

Bayh, Birch

Challenge for the Third Century: Education In a Safe Environment—Final Report on the Nature and Prevention of School Violence and Vandalism. Report of the Subcommittee to Investigate Juvenile Delinquency, 95th Congress, 1st Session. Committee Print.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No.—79-297-0

Pub Date Feb 77

Note—102p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Involvement, *Delinquency, *Delinquency Causes, *Delinquency Prevention, Discipline Policy, *Educational Environment, Elementary Secondary Education, Juvenile Gangs, Models, School Size, Suspension, *Vandalism, *Violence

This final report is designed to present a concise and practical overview of violence and vandalism with a particular emphasis on some of the factors underlying these problems and the various strategies that may be helpful in mitigating them. The report is intended primarily for the administrators, students, teachers, parents, and school staff that constitute the educational community and, accordingly, the various strategies suggested are school-based and educationally oriented. The report is divided into six sections. The first section is a concise overview of the extent of school related violence and vandalism in the nation. The second discusses several of the factors influencing the nature and development of these problems, including intruders, disciplinary and suspension policies, learning disabilities, truancy, and school size. The third section sets out the various strategies and models useful to schools in reducing violence and vandalism. The fourth contains a series of suggested initiatives that the community may undertake to help implement the strategies discussed in the previous section. Section five presents a summary of the findings and recommendations of the report. The final section presents a list of suggested readings and a bibliography. (Author/IRT)

ED 135 092 EA 009 228

Goetz, Frank And Others

Facilities Study Report to the Board of Education. Phase I.

Birmingham Public Schools, Mich.

Pub Date 4 Sep 73

Note—54p.; Appendix L may be illegible; For related documents, see EA 009 229-230

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Decision Making, *Declining Enrollment, Educational Finance, Efficiency, Elementary Education, *Evaluation Criteria, *Facility Guidelines, *Facility Utilization Research, Instructional Materials Centers, *School Closing, School Demography, Space Utilization

The Birmingham school district, not unlike many other districts in the Metropolitan Detroit Area, has been experiencing a declining student enrollment. A committee was appointed to make a thorough study of the facilities and the future needs of the school district and make recommendations. The task was divided into two phases. The first phase was to conduct a study during the 1972-73 school year to assess the adequacy of instructional space in the elementary schools. Space was found beyond the requirements needed to house the declining student population. As a result, the committee developed a set of criteria for a school closing index to be applied to each elementary building: (1) location in relation to neighboring schools, (2) adequacy of facility, and (3) factors affecting enrollment. Twelve al-

ternatives for solving the excess classroom space problem were studied and reviewed; however, the committee recommended closing three schools. The rationale for closing schools from the point of view of economics and educational efficiency and the reasons for selecting the three specific schools to be closed are presented. Other factors considered in the report are a schedule for closing, implications for redistricting and transportation, receiving schools, and disposal of closed schools. (Author/MLF)

ED 135 093 EA 009 229

Goetz, Frank And Others

Assessment of Physical Facilities. A Phase II Report of the Facilities Study Committee.

Birmingham Public Schools, Mich.

Pub Date Sep 74

Note—61p.; An occasional page may not reproduce clearly; For related documents, see EA 009 228-230

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Check Lists, *Declining Enrollment, Elementary Secondary Education, Enrollment Projections, Evaluation Criteria, Facility Guidelines, *Facility Requirements, *Facility Utilization Research, *Needs Assessment, *School Closing, School Demography, *School Improvement, Space Utilization

The Facilities Committee of the Birmingham School District developed procedures for a thorough assessment of the buildings in the district. By March 1974, all buildings had been visited by an assessment team. A subsequent report submitted by the building principals contained the consensus judgment of the assessment team for each item assessed. At further committee meetings a list was prioritized of items that needed attention. A budget was developed based on a levy approved by the voters and proceeds from the sale of a school site. (MLF)

ED 135 094 EA 009 230

Goetz, Frank And Others

Facilities Study Report to the Board of Education. Phase III.

Birmingham Public Schools, Mich.

Pub Date 21 Jan 75

Note—124p.; For related documents, see EA 009 228-229

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Declining Enrollment, Elementary Secondary Education, Enrollment Projections, Evaluation Criteria, *Facility Utilization Research, *Needs Assessment, *School Closing, School Demography, *School Planning

This third and final report of the Facilities Committee of the Birmingham School District summarizes the committee's observation that only the closing of schools will permit significant budget reductions. Appendixes contain data supporting that position. (MLF)

ED 135 095 EA 009 231

Hilling, Carl H.

Pre-School Conference: A New Approach to Discipline.

Pub Date [Mar 77]

Note—9p.; Paper presented at the Annual Meeting of the Ohio Association of Secondary School Administrators (Columbus, Ohio, March 7-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Administrative Personnel, Attendance, Conferences, *Discipline, *Parent Conferences, Program Descriptions, Senior High Schools, Student Attitudes, Students

Identifiers—*Hudson Public Schools OH

The Pre-School Conference Program has four parts—selection, information gathering, August Conference, and follow-up. In the first phase, faculty, custodians, secretaries, administrators, and guidance counselors are surveyed to determine which students are frequent discipline problems. In the information-gathering phase, the student's previous record is checked in three areas—attendance, academic achievement, and attitudes. The third phase is a meeting in which an administrator, the student, and his parents discuss the student's record and outline a plan of action. The administrator has the parents and student sign a conference confirmation sheet that explains the areas discussed and the goals established and that notes there will be a follow-up. The student is also given an appointment with a counselor at which time he can go over his

schedule for the upcoming year. The follow-up hinges on a survey of teachers after the first five weeks of the next term and a review of the student's grades at the end of the first grading period. If the student does not make progress, further conferences are scheduled. (Author/IRT)

ED 135 096 EA 009 232

Plate Waste Study. State of Utah.

Utah State Board of Education, Salt Lake City.

Pub Date 75

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Education, Field Studies, *Food, Food Standards, *Lunch Programs, Nutrition Instruction, Prevention, *Student Behavior, Student Evaluation, Student Reaction, Tables (Data), *Waste Disposal, Wastes

Identifiers—*Utah

In a study to evaluate various factors affecting food waste in the school lunch program, data were collected from grades 1-6 in four districts, using three schools from each district on three consecutive days. The average number of participants per school was 384. More than 13,824 individual sets of data were collected. Thirty-six menus were represented in the study. Each child rated each component of the meal (main dish, bread, vegetables, dessert, and milk) on a five-point scale. The students handed in their forms at the waste return line in the lunchroom before they left their tray at the return stand. At that time the amount of waste for each of the five food items remaining on the returned tray was recorded by an observer. The report presents rank order tables for both food preference and plate waste scores. Recommendations are made to incorporate the more desirable items as often as practical and to serve the less desirable or unknown foods accompanied by a nutrition education emphasis. (Author/MLF)

ED 135 097 95 EA 009 233

Miles, William R. And Others

The Implementation of IGE and Related Home-School-Community Relations Programs and Activities: Seven Case Studies. Theoretical Paper No. 64.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Contract—NE-C-003-0065

Note—105p.; Report from the Project on Home-School-Community Relations; For related documents, see ED 085 843 and ED 102 124

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Case Studies (Education), Change Strategies, Conflict Resolution, Educational Innovation, Elementary Education, Individualized Instruction, Instructional Improvement, Multiunit Schools, *Parent School Relationship, *Program Development, Resource Allocations, *School Community Relationship, School Demography, School Organization

Identifiers—*Individually Guided Education

Each of the seven case studies in this report describes the school and community, the implementation of Individually Guided Education (IGE) programs, and home-school-community relations programs and activities, and analyzes the home-school-community relations programs and activities. The selection of the seven schools was primarily based on the presence of at least one exemplary home-school-community relations program or activity in IGE schools serving communities of varying socioeconomic composition. The cases stress home-school-community relations at the school site. The principal methods utilized were open-ended interviews and field observation. The cases provide a data base for further conceptual-theoretical analysis as well as practical examples of exemplary home-school-community relations at the school site, particularly in IGE schools. (Author/MLF)

ED 135 098 EA 009 234

Ratsoy, Eugene And Others

School Staffing Practices. An Examination of Contingency Staffing and the Potential for Staff Differentiation in Alberta Schools.

Alberta Univ., Edmonton. Dept. of Educational Administration.

Spons Agency—Alberta School Trustees' Association, Edmonton.; Alberta Teachers Association, Edmonton.

Pub Date Oct 76

Note—293p.; Best copy available

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Administrator Attitudes, *Differentiated Staffs, Elementary Secondary Education, Evaluation, *Literature Reviews, Paraprofessional School Personnel, Principals, *Program Descriptions, School Superintendents, School Surveys, *Staff Utilization, State Legislation, State Surveys, Tables (Data), *Teacher Attitudes, Teachers

Identifiers—*Alberta

The overall purpose of the study was to examine differentiated staffing practices and to explore their potential for Alberta schools. The study had four major phases. The first was to review the literature on differentiated staffing to determine rationales for it, alternative definitions and conceptualizations, recommended practices, expected outcomes, approaches to evaluation, and findings on the implementation of differentiated staffing and the use of paraprofessionals. The second phase used two surveys to determine the status of the practice in Alberta. In phase three, information on the staffing practices of each of ten schools was collected. The purpose of this phase was to determine intended and actual educational outcomes; workload and attitudes of staff members and the relationships among the various types of staff; administrative practices and problems; programs available and recommended; instructional processes utilized and clarity of role prescriptions and role performances, particularly in relation to the "teaching" function; differences in manpower supply and utilization of staff; and suggested guidelines for implementing the staffing practices encountered. The fourth phase was concerned with recommendations and implications based on the findings from the earlier phases. (Author/IRT)

ED 135 099

EA 009 235

Just, Anne E. Coon, E. Dean

Summary of Findings. Alaska School Finance Study Regional Workshops, October-November 1976.

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Feb 77

Note—15p.; Not available in hard copy due to marginal legibility of original document; For a related document, see ED 131 528

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Community Attitudes, *Community Involvement, *Educational Finance, Elementary Secondary Education, Program Descriptions, School Superintendents, State Aid, Teacher Attitudes

Identifiers—*Alaska

This summary presents the findings from four regional workshops conducted as part of the Alaska School Finance Study. The purposes of the workshops, held in Bethel, Juneau, Fairbanks, and Anchorage, were to consider current and future methods of financing the public schools, to obtain citizen and local educational agency concerns and recommendations about school finance issues, and to identify additional topics for inclusion in the Alaska School Finance Study. Educators, state and local officials, and citizens attended the meetings and gave their opinions on a range of issues. A chart summarizes the problems, issues, opinions and the proposals, ideas, and positions expressed at each workshop site. (Author/IRT)

ED 135 100

EA 009 236

Keiter, Joel And Others

Implementing Uniform Suspension Procedures in the Broward County, Florida School System.

Pub Date [76]

Note—116p.; Group Practicum submitted in partial fulfillment of the requirements of the National Education Ed. D. Program for Educational Leaders, Nova University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, *Due Process, Educational Television, Elementary Secondary Education, *Inservice Programs, Inservice Teacher Education, Program Descriptions, Questionnaires, *Student Records, Student Rights, Supreme Court Litigation, *Suspension, Teachers

Identifiers—*Broward County Public Schools FL The Broward County, Florida, School District student suspension policies, rules, and procedures

were found to be deficient by standards based on the Wood v. Strickland and Goss v. Lopez decisions of the Supreme Court and the guidelines set down by the Office of Civil Rights. Subsequent to the identification of the deficiencies, an accounting system on suspension of students was developed and implemented. The system provided data relative to the categorical definition of offenses; duration of suspension; race, ethnic origin, and sex of the person suspended; and the school in which the student was enrolled. Notices of suspension to parents and guardians were developed that were in compliance with the federal rulings. An inservice education program was developed and implemented to instruct all groups of school personnel. A suspension handbook was also developed. (Author/IRT)

ED 135 101

EA 009 237

Dawson, Joseph L. Schmidt, James R.

Educators Guide for Budgeting School Equipment. First Annual Edition.

Dawson, Schmidt Associates, Inc., Waltham, Mass.

Pub Date 77

Note—208p.

Available from—Dawson, Schmidt Associates, Inc., P.O. Box 668, 14 Spring Street, Waltham, Massachusetts 02154 (\$18.95)

Document Not Available from EDRS.

Descriptors—Administrator Guides, *Budgeting, *Costs, Elementary Secondary Education, Expenditures, *Guidelines, Higher Education, *Merchandise Information

This volume was prepared for those who, in an administrative capacity, are responsible for the preparation of budget listings of equipment for departments, individual schools, or entire systems. The purpose of the book is to provide the reader with a vehicle capable of determining his equipment needs early in order to reserve the funds necessary to fully implement program objectives. All areas of school equipment considered as capital expenditures are covered. Prices are given in a low-high range based on averages computed from actual bids and quotations. Source locations are from all parts of the country. The "General Notes and Considerations" beginning each category listing are helpful hints given from the authors' experiences. The prices given include an escalation factor calculated to be accurate through the calendar year 1977. (Author/IRT)

ED 135 102

EA 009 238

Final Report of the Task Force on Educational Programs for Disruptive Youth.

Maryland Association of Secondary School Principals.; Maryland State Dept. of Education, Baltimore.

Pub Date Jul 76

Note—45p.; For a related document, see EA 009 315

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Anti Social Behavior, *Educational Alternatives, Elementary Secondary Education, Interpersonal Relationship, *Program Descriptions, *School Surveys, Secondary Education, Socioeconomic Influences, Staff Improvement, State Surveys, *Student Behavior, Student Teacher Relationship, Tables (Data)

Identifiers—*Maryland

The 1974 Maryland General Assembly charged the task force "to make an indepth study of the changes needed in the educational systems throughout the state to enable the schools to work effectively with the increasing percentage of youth who cannot function within regular school programs and to develop suitable alternative programs." This document describes the history, membership, charge and task, thrust and focus, and basic assumptions of the task force; outlines the definitions, scope, and causes of the problem; and discusses solutions. The task force recognized causes of student disruptiveness within the student, the society, and the school. Five types of programs were prescribed—a continuum of alternatives and services for students with problems; human relations and interpersonal training for all segments of the school population, including staff and students; expanded counseling services; community diagnostic-treatment centers; and specialized training for teacher candidates. Each type of program encompasses varying individual programs. No priority is given to these types as all are required and all are interdependent and overlapping. A brief description of each of the

prescribed types of programs is given. (Author/IRT)

ED 135 103

95

EA 009 239

Berlin, Geoffrey

Interactive Computing and DIME for the Analysis of Pupil Assignment Alternatives.

Georgia Inst. of Tech., Atlanta. School of Civil Engineering.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—NIE-P-0331

Pub Date Jan 77

Note—36p.; Some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Computer Programs, Computer Science, Decision Making, Educational Administration, Elementary Secondary Education, Information Utilization, Maps, *Student Transportation

Identifiers—*Census Bureau, *Dual Independent Map Encoding

This description of the Census DIME (dual independent map encoding) file is directed toward school administrators and their staffs rather than to computer analysts. DIME can be used as the central component for a geographically based management information system. It provides the mechanism for the spatial display of data and for the determination of accessibility on either a vehicular or pedestrian network. The system can be extended to include other information available from the Census Bureau that could be used for a variety of socioeconomic studies such as to project student population changes at the block level and to analyze those areas most affected by the local school taxing scheme. (Author/IRT)

ED 135 104

EA 009 240

1975-76 Program Cost Analysis for Florida

Schools. Statistical Report. Series 77-09.

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Pub Date Dec 76

Note—67p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cost Effectiveness, Costs, Elementary Secondary Education, *Income, *Program Costs, Schools, School Systems, *Tables (Data)

Identifiers—Florida, *Florida Education Finance Program

Two types of reports containing program cost information that can meet a variety of administrative needs are available—descriptive and comparative. The descriptive reports show program cost and Florida Education Finance Program (FEFP) revenue information. The comparative reports show program costs as percentages of revenues, as percentages of total program costs, as percentages of total costs for all FEFP programs, per unweighted FTE, and per weighted FTE. Additionally, comparative reports are available that show information such as staffing ratios, approximate average salaries, and salaries per FTE. Each report displays information for each of the 26 FEFP programs, for each of the four groups of FEFP programs (exceptional, vocational, adult, and basic), and for all of the FEFP programs. Each report can be printed to display state, district, or school information as well as various combinations and with summary totals and averages for any group of districts or schools. Except where otherwise noted, each report can display information for the general fund, special revenue funds, or for both. Examples of available reports are given with state-level information. Definitions and ordering information are presented. (Author/IRT)

ED 135 105

EA 009 241

Florida Education Finance Program: State Support for Public Schools 1976-1977. Statistical Report. Series 77-04.

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Pub Date Nov 76

Note—48p.; For a related document, see ED 114 984

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Cost Indexes, Costs, Educational Finance, Elementary Secondary Education, *Equalization Aid, *Program Costs, Program Descriptions, *Resource Allocations, State Aid

Identifiers—Florida, *Florida Education Finance Program

This report describes the program for financing public schools in Florida. The first section supplies general information for those having a casual interest in state funding of schools while the second section and appendix provide more detailed descriptions for the school administrator or the student of school finance. The report should also be a useful reference for individuals wishing to identify legal authorization for various portions of the funding program. The first section (introduction) describes key features of the Florida Education Finance Program and provides background information about local, state, and federal support of education in the state. The second section identifies legal authorizations, outlines the requirements for participation, defines terms, and describes the current formula for distributing state funds to public schools. The appendixes supply details about selected parts of the funding program and summarize information about related state programs, including the appropriations to categorical programs. (Author/IRT)

ED 135 106 EA 009 243

'Buildings in Use' Study. Field Tests Manual.
Wisconsin Univ., Milwaukee. School of Architecture.

Pub Date Jan 75
Note—146p.; For related documents, see EA 009 244-245

Available from—School of Architecture, The University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201 (\$2.00, or \$5.00 for set of 3 reports; make check payable to the School of Architecture and Urban Planning)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Building Systems, Elementary Education, *Evaluation Methods, *Facility Guidelines, *Facility Utilization Research, Field Studies, *Performance Criteria, *Performance Specifications, *School Buildings, Testing

This report is one product of the 'Buildings in Use' study. The overall study examines architectural attributes of existing buildings in order to determine how they have performed technically and functionally, and the relationship between the environment of the building and the behavior of its user population. Four elementary schools in Columbus, Indiana, are examined. These schools, designed by nationally prominent architects, were completed in 1962, 1966, 1969, and 1972. The two older schools contain traditional classrooms; the two more recent utilize semi-open (1969) and open (1972) educational and design concepts. The schools are similar in size (500-600 students) and in the social characteristics of their students. Technical studies have been carried out in the following areas: exterior walls; roofs; interior walls; floors; ceilings; acoustics; lighting; and heating, ventilating, and air conditioning. This document presents nearly 100 field tests in these areas with performance objectives, test methods, and descriptions of the conditions each test measures. (Author/MLF)

ED 135 107 EA 009 244

'Buildings in Use' Study. Technical Factors.
Wisconsin Univ., Milwaukee. School of Architecture.

Pub Date Mar 75
Note—199p.; For related documents, see EA 009 243-245

Available from—School of Architecture, The University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201 (\$2.00, or \$5.00 for set of 3 reports; make check payable to the School of Architecture and Urban Planning)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Building Systems, Elementary Education, *Evaluation Methods, *Facility Guidelines, *Facility Utilization Research, Field Studies, *Performance Criteria, *Performance Specifications, *School Buildings, Testing

The second report of the 'Buildings in Use' study documents the results of over 100 field tests conducted at four elementary schools, as well as discussion of these results and relevant technical specifications and details. The procedural framework used in the Field Tests Manual is followed and test results are rated numerically wherever possible. Technical factors compose the background environment that contains the very basic attributes: protection from the elements; suitable interior surfaces for the use of furnishings and equipment; thermal comfort and satisfactory auditory and visual conditions. (Author/MLF)

ED 135 108 EA 009 245

'Buildings in Use' Study. Functional Factors.
Wisconsin Univ., Milwaukee. School of Architecture.

Pub Date Jun 75
Note—137p.; For related documents, see EA 009 243-244

Available from—School of Architecture, The University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201 (\$2.00, or \$5.00 for set of 3 reports; make check payable to the School of Architecture and Urban Planning)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Educational Equipment, Elementary Education, *Evaluation Methods, *Facility Guidelines, *Facility Utilization Research, Field Studies, *Human Engineering, Interior Space, Open Plan Schools, Performance Criteria, Performance Specifications, *School Buildings, Space Utilization, Testing

The third report of the 'Buildings in Use' study specifically addresses those aspects of a building that directly support user activity. These are areas of 'activity support' exclusive of furniture that include studies of specialized areas and functions within the school as well as storage, classroom display, window usage, and some activity support equipment. Measures in this area include capacity, anthropometric fit, and amount of usage. (Author/MLF)

ED 135 109 EA 009 284

Bushey, Julia A. And Others.
Scheduled Salaries for Professional Personnel in Public Schools, 1976-77. Part I of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.
Pub Date 77

Note—111p.; For related documents, see EA 009 285-286 and ED 117 798

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$12.00 if purchased separately, \$30.00 for three-volume set)

Document Not Available from EDRS.
Descriptors—Administrative Personnel, Educational Finance, Elementary Secondary Education, *National Surveys, *Professional Personnel, Public School Systems, *Salaries, School District Spending, *School Surveys, Tables (Data), *Teacher Salaries

This publication, part 1 of a three-part report, is based on a survey conducted in fall 1976 that collected data on salaries scheduled and salaries paid for 22 selected professional positions and 10 selected support positions in public school systems throughout the United States. The questionnaire was mailed to 1,920 of the approximately 11,509 public school systems enrolling 300 or more pupils. Of these, 764 systems enrolled 10,000 or more pupils and were all sent questionnaires. This group accounts for approximately 48 percent of all those employed in the public schools of the nation. A total of 1,060 (55 percent) of the school systems responded to the survey. This volume gives the salaries scheduled by school systems in 1976-77 for superintendents, deputy or associate superintendents, assistant superintendents, certain other central-office administrators, and for principals, assistant principals, classroom teachers, counselors, and other selected professional personnel. Summary tabulations bring together data for analysis by enrollment strata, by categories of per-pupil-expenditure for current operations, and by geographic region of school systems. The school systems included in the system-by-system listing are arranged in alphabetical order by state without regard to enrollment size. (Author/MLF)

ED 135 110 EA 009 285

Bushey, Julia A. And Others.
Salaries Paid Professional Personnel in Public Schools, 1976-77. Part II of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.
Pub Date 77

Note—137p.; For related documents, see EA 009 284-286 and ED 117 799

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$12.00 if purchased separately, \$30.00 for three-volume set)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Educational Finance, Elementary Secondary Education, *National Surveys, *Professional Personnel, Public School Systems, *Salaries, School District Spending, *School Surveys, Tables (Data), *Teacher Salaries

This publication, part 2 of a three-part report, discloses the annual salaries actually being paid to persons employed in 21 selected professional positions by 1,060 public school systems for school year 1976-77. These include salaries paid superintendents, deputy or associate superintendents, assistant superintendents, and personnel in certain other selected central-office administrative functions such as public relations, finance and business, instruction administration, and supervision of subject-matter areas. Similar data are shown for salaries of professional staff assigned to individual school buildings, including classroom teachers, principals, assistant principals, deans, counselors, librarians, and school nurses. Part 2 presents the lowest salary and the highest salary actually being paid to individuals in each of 21 professional position categories surveyed—plus the number of persons employed in each category and the average of all salaries actually paid to persons employed in each category. Part 1 and part 2 of the report are companion documents that present data essential for comprehensive comparisons of salaries scheduled and paid for professional personnel. (Author/MLF)

ED 135 111 EA 009 286

Bushey, Julia A. And Others.
Wages and Salaries Paid Support Personnel in Public Schools, 1976-77. Part III of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.
Pub Date 77

Note—86p.; For related documents, see EA 009 284-285 and ED 117 800

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$12.00 if purchased separately, \$30.00 for three-volume set)

Document Not Available from EDRS.
Descriptors—Educational Finance, Elementary Secondary Education, *National Surveys, *Nonprofessional Personnel, *Paraprofessional School Personnel, Public School Systems, Salaries, School District Spending, *School Surveys, Tables (Data), *Wages

This publication, part 3 of a three-part report, presents hourly wage rates and salaries or annual earnings actually being paid in the school year 1976-77 by 1,060 public school systems to personnel employed in 10 selected support positions. It provides data on the lowest, highest, and average hourly wage rates actually paid to individuals in each of the 10 support positions surveyed—plus the number of persons employed in each category. The categories include teacher aides (both instructional and noninstructional), building custodians (not engineers), cafeteria workers (not supervisors), and bus drivers; the salaries or annual earnings being paid central-office secretarial and clerical personnel, including secretaries/stenographers, accounting and payroll clerks, and clerk-typists; and the salaries or annual earnings paid school secretaries/stenographers (not clerk-typists) and library clerks working in individual school buildings. (Author/MLF)

ED 135 112 EA 009 287

Facilities Utilization and Planning.
Atlanta Public Schools, Ga.
Pub Date Feb 76

Note—147p.; Submitted by the Superintendent's Commission on Facilities Planning

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Citizen Participation, *Declining Enrollment, Elementary Secondary Education, Enrollment Projections, *Facility Planning, Facility Requirements, Facility Utilization Research, Middle Schools, *School Closing, *School Demography, Tables (Data)

Identifiers—*Georgia (Atlanta)
A decline in enrollment accompanied by population shifts, change in social composition of enrollment, central city decline, and urban renewal have combined to have significant effect on Atlanta schools. This study was designed to gather community input, analyze population trends, examine school plants, examine educational needs, and reach conclusions with respect to the use of

school facilities. Particular, but not exclusive, attention was paid to schools cited for closure. Chapters discuss the problems, issues, and concerns revolving around seven major areas: (1) transportation and safe access to schools, (2) the school as a center of community activity, (3) community development programs, (4) special programs at specific school sites, (5) size and space considerations, (6) level of integration, and (7) community cohesiveness. Recommendations are made for phasing out or conversion of the schools. Minority report summaries that oppose the report recommendation are presented. (Author/MLF)

ED 135 113 EA 009 302

School Facilities Plan, U.S.D. 259 Wichita.

Wichita Public Schools, Kans.

Pub Date [71]

Note—293p.; Photos, graphs, and maps may reproduce poorly

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Building Obsolescence, Elementary Secondary Education, *Enrollment Projections, *Facility Requirements, *Facility Utilization Research, School Community Relationship, *School Demography, *School Planning, Tables (Data)

Identifiers—Kansas (Wichita)

The plan described in this report delineates present and future plant (site and building) needs for the period 1971-1991 in the Wichita school district. The optimum situation is discussed in terms of districtwide goals and objectives as set out by a study committee; then these statements are translated into standards for plan development. Background information on the demographic and economic setting of the study, as well as the established growth policies for the metropolitan area are presented. Total enrollments for the district and their geographic distribution to 1986 are projected. Documentation of the evaluation of existing plants precedes a synthesis of previous projections, analysis, and standards into a body of recommendations on physical facilities and related facets of the public school operation. Components of the recommendations concern site acquisition and enlargement; new buildings, building additions and improvements; and abandonments, reuses, and razings, as well as attendance area and district boundary revisions and consolidation. The estimated costs of the proposals, their priorities, and proposed financing methods are also given. In the final chapter the financial impact of the recommended expenditure on the mill levy is investigated. (Author/MLF)

ED 135 114 EA 009 303

Alternatives to Suspension.

American Friends Service Committee, Columbia, S.C. South Carolina Community Relations Program.

Pub Date May 75

Note—31p.

Available from—South Carolina Community Relations Program, American Friends Service Committee, 401 Columbia Building, Columbia, South Carolina 29201 (\$1.00)

Journal Cit—Your Schools; v6 n6 pp1-31 May 1975

Document Not Available from EDRS.

Descriptors—Discipline, *Discipline Policy, *Educational Alternatives, Elementary Secondary Education, Principals, Program Descriptions, School Superintendents, Students, *Suspension, Truancy

Identifiers—*South Carolina

The purpose of this handbook is to stimulate thought, planning, and action. Although few of the alternatives outlined here are "canned" techniques that can be readily applied, the experiences and techniques reported should stimulate the thinking of school officials and citizens so that efforts can be initiated to develop and put into practice alternatives to most suspensions. Readers are cautioned that the results of the programs and techniques have not been validated nor has their effectiveness been proven. How the alternatives work depends to a great degree on how they are executed, how relevant they are to the local situation, and how conscientiously they are implemented. Much of this handbook is made up of statements from South Carolina school superintendents that indicate what their school districts are doing to cut down on the number of out-of-school suspensions. These responses are of

interest because they reflect the attitudes and philosophies of the various superintendents, as well as indicate something about their discipline programs. (Author/IRT)

ED 135 115 EA 009 315

Program Models. State Task Force on Educational Programs for Disruptive Youth.

Maryland Association of Secondary School Principals; Maryland State Dept. of Education, Baltimore.

Pub Date [76]

Note—102p.; For a related document, see EA 009 238; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Alternative Schools, Anti Social Behavior, Budgets, Clinical Diagnosis, Communication (Thought Transfer), Conflict Resolution, Counseling Programs, *Counseling Services, *Educational Alternatives, Elementary Secondary Education, *Inservice Teacher Education, Interpersonal Competence, Models, *Program Descriptions, *Student Behavior, Students, *Student Teacher Relationship

Identifiers—*Maryland

This document describes the five types of programs that the Task Force on Educational Programs for Disruptive Youth identified as needed to serve disruptive or potentially disruptive youth. The five are a continuum of alternatives and services for students with problems, human relations and interpersonal training for all segments of the school population, expanded counseling services, a community diagnostic-treatment center, and training programs for teacher specialists. The continuum of services includes an extensive school-based program, a special day school for children for whom an intervention in a special setting seems essential, residential placements in group homes, and a medical facility that may be residential but also provides out-patient therapy and medical intervention. The human relations training focuses on communication and intergroup and intercultural conflict. The expanded counseling services have a tripartite thrust—indirect prevention, direct prevention, and direct remediation. The diagnostic center focuses on early identification of developmental problems due to physical, emotional, or learning difficulties and includes professional and parental cooperation. (Author/IRT)

ED 135 116 EA 009 319

Reynolds, Maynard C. Birch, Jack W.

Mainstream Education: Focus on Individualization.

University Council for Educational Administration, Columbus, Ohio.

Pub Date Jan 77

Note—8p.

Journal Cit—UCEA Review; v18 n2 pp2-8 Jan 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Compensatory Education, Court Litigation, Elementary Secondary Education, *Equal Education, *Handicapped Students, *Individual Development, Labeling (of Persons), *Regular Class Placement, *School Responsibility, Special Education, Testing

Judicial pronouncements and legislative acts in recent years have established the responsibility of schools to provide educational services for each child, preferably in the educational mainstream. Mainstreaming represents an effort to provide equal opportunities for education to all children. A brief treatment of some of the foundational aspects of the mainstreaming movement is presented in this paper followed by a discussion of some of the shifts in concepts and new approaches that increase the capacity of schools to accommodate children who show a wide range of learning needs. (Author/MLF)

ED 135 117 EA 009 330

Community School Profiles 1973-1974.

New York City Board of Education, Brooklyn, N.Y.

Pub Date Apr 75

Note—1,103p.; Not available in hard copy due to small print size of much of the document; For a related document, see EA 009 331

EDRS Price MF-\$2.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Community Schools, *Elementary Secondary Education, Expenditure Per Student, Instructional Staff, Mathematics, Reading Tests, *School

Statistics, Student Characteristics, Student Enrollment, Student Teacher Ratio, *Tables (Data), Teacher Salaries, Teaching Experience

Identifiers—*New York (New York)

This publication of the New York City School Profiles provides detailed information to both professional staff and the public. The factors selected for inclusion are thought to be most indicative of the total school environment and of greatest concern to the educational community. The report presents a statistical overview of each of the elementary, intermediate, and junior high schools in the New York City Public School System. It contains a wide variety of 1973-1974 school year data describing the individual school plant, pupil characteristics and achievement levels, and staff position and costs. In addition to presenting data on individual schools, school level and geographic summaries are also provided. The complete School Profiles data file is also available on magnetic tape for computer processing and analysis. (Author/MLF)

ED 135 118 EA 009 331

Community and High Schools Profiles 1974-1975.

New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 76

Note—1,264p.; Not available in hard copy due to small print size of much of the document; For a related document, see EA 009 330

EDRS Price MF-\$2.33 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Community Schools, *Elementary Secondary Education, Expenditure Per Student, Instructional Staff, Mathematics, Reading Tests, *School Statistics, Student Characteristics, Student Enrollment, Student Teacher Ratio, *Tables (Data), Teacher Salaries, Teaching Experience

Identifiers—*New York (New York)

In line with improved and more comprehensive data collection and processing methods, this edition of School Profiles incorporates a number of improvements in data quality over earlier versions. In addition, this report includes data on the New York City Public High Schools. This publication presents a statistical overview of each of the elementary, intermediate, junior high, academic, and vocational high schools in the New York City Public School System. It contains a wide variety of 1974-1975 school year data describing the individual school plant, pupil characteristics and achievement levels, and staff positions and costs. In addition to presenting data on individual schools, school level and geographic summaries are also provided. The complete School Profiles data file is also available on magnetic tape for computer processing and analysis. (Author/MLF)

ED 135 119 EA 009 332

A Source Document on Custodians and Custodial Helpers. Working Note No. 1 in a Series: A Full Cost Analysis of the Operation and Maintenance of School Buildings.

New York City Board of Education, Brooklyn, N.Y.

Pub Date Jan 77

Note—351p.; Prepared by the Office of the Deputy Chancellor, Project Management Unit; Not available in hard copy due to small print size of much of the document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Policy, *Building Operation, Collective Bargaining, Contract Salaries, *Cost Effectiveness, Elementary Secondary Education, *Occupational Information, Performance Contracts, *School Maintenance, Tables (Data)

Identifiers—Custodial Helpers, *Custodians, New York (New York)

The first in a series of working notes about the cost of the operation and maintenance of New York City Board of Education school buildings, this report presents the objectives of the full cost analysis, describes the complex task of analyzing the cost of the operation and the maintenance of school buildings, and explains the thrust and method of operation of the team assigned to the project. Preliminary findings of the project are discussed at length since the findings are relevant to the current policies and procedures of the board of education. Background material has been included both in the main text and in the appendixes to provide historical and technical

perspective on the subject. Following an introduction, general background material on the operation and the maintenance of school buildings is given with particular attention given to the custodian and his contract. The preliminary findings on custodians and the preliminary findings on hours worked by custodial helpers are summarized. A series of operation and maintenance policy alternatives that were developed from these findings are presented. The last section of the report describes in brief the subprojects that will be conducted to complete the remainder of the cost analysis. (Author/MLF)

EC

ED 135 120 EC 050 154

Rhodes, William C. Tracy, Michael L.

A Study of Child Variance, Volume 1: Conceptual Models; Conceptual Project in Emotional Disturbance.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-70-4806(603);

OEG-0-71-

3680(603)

Note—603p.

Available from—University of Michigan, Publication Distribution Service, 615 East University, Ann Arbor, Michigan 48106 (Handling: \$1.25)

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Theories, Childhood, *Conceptual Schemes, *Ecology, *Emotionally Disturbed, Exceptional Child Education, *Psychology, *Sociology, Theories

Presented are 11 papers discussing the following six models of emotional disturbance in children: biophysical, behavioral, psychodynamic, sociological, and ecological, models, and counter theory. Emotional disturbance is defined as a distinctive human state having multiple manifestations and involving disability, deviance, and alienation. All the models consider the disrupted pattern of human-environment exchanges resulting from emotional disturbance. Discussed in the biogenetic model are genetic, developmental, arousal, perceptual, neurological, and biochemical factors. The behavioral model of both learning and behavior theory discusses major divisions among the connectionist theorists, contiguity theorists, various reinforcement theorists, and applications of learning theories such as behavior modification. The literature review of the theory of psychodynamic model includes the Freudian perspective, changes in psychoanalytic theory, ego psychology, phenomenological perspectives, and psychodynamics and education. The sociological model discusses such topics as mental illness seen as social deviance, the sick role, Emile Durkheim's theory of anomie functionalism, and socialization failure in children. The ecological model drives from plant and animal ecology the sociological, psychological, and medical principles of human ecology. Counter theory is discussed in three papers considering the educational institution and counter culture alternatives, the ideas of Paulo Freire and the Illich-Reimer alternative, and a description of a counter culture and sources of objection, respectively. A final overview paper toward synthesis concludes that the models are not necessarily competitive systems, but rather represent different facets of the community problem of emotional disturbance. (DB)

ED 135 121 EC 061 999

Rhodes, William C. Tracy, Michael L.

A Study of Child Variance, Volume 2: Interventions; Conceptual Project in Emotional Disturbance.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-70-4806(603);

OEG-0-71-

3680(603)

Note—681p.; For related documents, see EC 050 154 and EC 070 065

Available from—University of Michigan, Publication Distribution Service, 615 East University, Ann Arbor, Michigan 48106 (Handling: \$1.25)

EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, Biochemistry, *Biology, Childhood, Conceptual Schemes, Educational Trends, *Emotionally Disturbed, Environmental Influences, Exceptional Child Education, Exceptional Child Research, Genetics, Innovation, *Intervention, Models, Operant Conditioning, *Psychology, Reinforcement, Social Change, *Theories

Presented in the second volume of a series emanating from a conceptual project on emotional disturbance are six papers on general aspects of interventions as well as biophysical, behavioral, psychodynamic, environmental, and counter theoretical interventions. In an "Overview of Interventions", W. Rhodes discusses a framework for viewing interventions, the deviance predicament, intervention structure, and renaissance of caring. "Biophysical Interventions in Emotional Disturbance", by L. Kameya, covers treatment and management of genetic disorders, and neurological and biochemical factors (such as schizophrenia research). Another paper by L. Kameya entitled "Behavioral Interventions in Emotional Disturbance" includes discussions on reinforcement theories and applications (clinical, educational, and environmental), and contiguity theories (such as aversion therapy). Basic theories of the psychodynamic approach, the approach in relation to intervention, and intervention techniques are considered in "Psychodynamic Interventions in Emotional Disturbance" by C. Cheney and W. Morse. Among "Environmental Interventions in Emotional Disturbance" described by M. Wagner are remediation, artificial community, architectural, and school environment interventions. D. Burke explains counter theory, identifies the theorists, and clarifies counter theorists' positions on issues in education and proposals for change. Appendixes accompany the last three papers in addition to the usual reference section. (MC)

ED 135 122 EC 070 065

Rhodes, William C. Head, Sabin

A Study of Child Variance, Volume 3: The Future; Conceptual Project in Emotional Disturbance.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-73-3680(603)

Note—644p.; For additional information see EC 050 154 and EC 061 999; Developed in conjunction with New Academic Village, Inc.

Available from—New Academic Village, Inc., Route 7, North Berry's Chapel Road, Franklin, Tennessee 37064 (Handling: \$1.25)

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—Alternative Schools, Case Studies, Child Advocacy, Childhood, Church Programs, Corrective Institutions, *Delivery Systems, Educational Programs, *Emotionally Disturbed, Exceptional Child Services, *Historical Reviews, Juvenile Courts, Legal Responsibility, Mental Health, Social Services, *Systems Analysis, *Trend Analysis

The third volume of a series on child variance discusses delivery systems that service emotionally disturbed children, including educational, legal-correctional, mental health, social welfare, religious, and counter-cultural institutions. Each type of institution is described extensively in terms of the history of its delivery systems in the United States; its current organization and operating principles; and the way in which it handles children in a fictional, typical community (Noah). Examined are such historical developments as the growth of public school involvement circa 1915-1946, the evolution of an independent juvenile court apparatus, the emergence of mental asylums in the Jacksonian era, and the antecedents of American colonial poor relief. Subtopics considered in relation to the structure of various service delivery systems include client population; personnel; programs, facilities, and intervention techniques; informational resources; power and political structures; and patterns of interaction with other systems. The roots of counter institutions (for example, free health clinics and communes) are examined in the context of historical radicalism, cultural rebellion, transcendentalism, and Bohemianism. The authors

stress the importance of client focus (through cooperative interdisciplinary professional efforts to provide improved service), of advocacy for the whole child (rather than emphasis upon particular services provided by individual agencies), and of the need for schools to fulfill central roles as clearinghouses for clients of alternative systems. References are listed at the end of each major section. (LH)

ED 135 123

EC 092 857

Schacht, Leatrice S. And Others

Personality Development and Learning Disabilities: Long Term Follow-Up of Psychotherapeutic Remediation.

Pub Date Aug 76

Note—49p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies, *Educational Methods, Elementary Secondary Education, Emotional Problems, *Learning Disabilities, Longitudinal Studies, *Psychotherapy, *Remedial Instruction

The authors describe their clinical experiences in working with learning disabled children who have emotional disorders as well. Their approach, "psychotherapeutic remediation," is explained to combine psychodynamic psychotherapy methods with special education techniques, and to fuse the tutorial role of a remedial teacher and the therapeutic function of a psychotherapist. Diagnostic and treatment techniques are detailed in two longitudinal case studies of a 10-year-old boy with "neurological deficit and poor reality testing, and a 6-year-old girl with visual perception problems and secondary emotional difficulties. (CL)

ED 135 124

EC 092 951

Van Nagel, Clint And Others

A Competency Based Teacher Training Program in Learning Disabilities.

Pub Date Aug 76

Note—24p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

Available from—Reprints may be obtained from Clint Van Nagel, Department of Special Education, University of North Florida, Jacksonville, Florida 32216

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Learning Disabilities, *Performance Based Teacher Education, Post Secondary Education, *Program Descriptions, Program Evaluation, *Special Education Teachers, *Teaching Skills

Identifiers—*University of North Florida

Described are components of the competency based teacher training program in learning disabilities at the University of North Florida. Presented are the program's thirteen generic competencies, including statement of objectives in observable terms, identification of pupil interest and motivation, modality assessment, developmental sequence of lessons, use of reinforcement, and instruction for transfer and generalization. The developmental sequence of 10 required courses in the program is explained, and student evaluation measures during three practicum phases are discussed. The program is also said to provide information on program and faculty effectiveness. (CL)

ED 135 125

EC 092 952

Gauthier, Gaston

Educational Diagnosticians and School Psychologists: Colleagues or Competitors in Working with the Learning Disabled.

Pub Date Aug 76

Note—11p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976); Best Available Copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Diagnosis, Elementary Secondary Education, Emotionally Disturbed, Foreign Countries, Instructional Staff, *Learning Disabilities, *School Psychologists, *Specialists, *Staff Role

Identifiers—*Quebec

Described are the roles and functions of four learning disability specialists in the French educational system of the Province of Quebec. It is explained that the "orthopedagogue", the specialist concerned with the learning aspects of the school

problems, may work with individual students in small groups or with other teachers as a consultant. The "orthophoniste" is said to be a language specialist concerned with speech and hearing problems, while the "psychoeducateur" is described as being concerned with the reeducation of emotionally disturbed students and juvenile delinquent teenagers with learning disabilities. The fourth specialist discussed is the school psychologist, whose role is seen to be changing from a medically-oriented diagnostician to a classroom observer and consultant. (CL)

ED 135 126 EC 092 953

Podhajski, Blanche And Others
An Interprofessional Problem-Solving Approach for Specific Learning Disabilities: Clinical, Medical, Educational.
Pub Date Aug 76

Note—42p.; Montreal, Canada, August 9-13, 1976) Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Diagnosis, Educational Programs, Elementary Secondary Education, *Interdisciplinary Approach, *Learning Disabilities, Models, *Program Descriptions, Student Evaluation

Identifiers—Vermont

Described and illustrated with charts and tables is a model program for learning disability students at the University of Vermont. The program is said to feature an interprofessional team of educational, clinical, and medical specialists. Reviewed are the five steps in the Problem Oriented System for Educational Services (P.O.S.E.): identification, tentative definition of the problem, diagnosis, classroom educational plan, and evaluation of the remediation plan. Medical aspects of learning disability diagnosis, including soft neurological signs, are analyzed, and the need for differential diagnostic testing is emphasized. Six considerations in remedial strategies, including the importance of flexible programming for learning disabled students, conclude the narrative. Appended are nine charts (including diagrams of the P.O.S.E. approach), and six tables (including a list of selected assessment measures). (CL)

ED 135 127 EC 092 954

Anderson, Robert P. And Others

The Assessment and Modification of Hyperkinesia: A Review of Programmatic Research at Texas Tech University.

Pub Date Aug 76

Note—15p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attention Span, Behavior Problems, Educational Research, Elementary Secondary Education, *Feedback, *Hyperactivity, *Learning Disabilities, *Measurement Techniques

A series of studies on hyperkinesia in learning disabled children conducted at Texas Tech University over the past 10 years is reviewed. The research is described to have included three phases: the development of a basic vigilance task for assessing hyperkinesia and attentional deficits (a computer controlled series of regularly occurring events to which students were asked to respond); attempts to modify or improve the vigilance performance of hyperkinetics (using knowledge of results); and the application of these results to a classroom setting. Basic procedures in the classroom application are said to include the provision of feedback when students are not attending to the task. Findings are described which indicate that feedback alone is sufficient to decrease the non-attending behavior of students with attention deficits and motoric restlessness. (CL)

ED 135 128 EC 092 955

Giles, Marian T.

Dynamic Changes toward Humanistic Education: The Giles Continuity Model for Teacher Inservice Training.

Pub Date Aug 76

Note—27p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, Elementary Secondary Education, *Inservice Education, *Inservice Teacher Education, *Learning Disabilities, Parents, Program Descriptions

Identifiers—Colorado

Described is an inservice training program designed to provide administrators, supportive staff, classroom teachers, paraprofessionals, and parents with techniques, methods, and materials for students with learning problems. It is explained that the system is intended to develop administrative leadership, organize the service delivery system, and support college level teacher training programs. Fourteen districts in Colorado are said to have participated in the demonstration phase of the model, and the bulk of the document is comprised of excerpts from one district's proposal submitted to the state for funding. (CL)

ED 135 129 EC 092 956

Mitchell, Carol

A Psycholinguistic Analysis of Oral Reading Errors of Children with Learning Disabilities.

Pub Date Aug 76

Note—28p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, Intermediate Grades, *Learning Disabilities, *Miscue Analysis, *Oral Reading, *Psycholinguistics, Reading Diagnosis, *Reading Difficulty, Reading Processes, Reading Research

Oral reading errors of 10 learning disabled children (9-11 years old) were examined in order to describe the type of errors, the use of graphic, syntactic, and semantic information, and the implementation of correction strategies. Tape recordings were made of individual oral reading sessions, and errors were classified according to substitution, omission, insertion, reversal, and complex combination. Results indicated that Ss used graphic, syntactic, and semantic information for reading in a manner consistent with previous research findings on children with no reading difficulties. Findings suggested the possibility of using analysis of oral reading errors as a diagnostic tool for learning disabled students. (CL)

ED 135 130 EC 092 958

Kass, Walter And Others

Follow-Up Note on a Case of Learning Disability Thirty Years Later.

Pub Date Aug 76

Note—12p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Case Studies, Clinical Diagnosis, *Learning Disabilities, *Longitudinal Studies, *Neurological Defects, Neurologically Handicapped, Secondary Education

A case study is presented of a learning disabled male examined periodically from age 15 to 20 and followed to his present middle age. It is explained that diagnosis of the young man's organic brain damage led to a redirection of treatment for what had previously been identified as schizophrenia. (CL)

ED 135 131 EC 092 959

Weiss, Helen Ginandes Weiss, Martin S.

Survival Alternatives for the LD Adolescent.

Pub Date Aug 76

Note—6p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Class Management, *Learning Disabilities, Secondary Education, *Teaching Methods

Sixteen general classroom recommendations for helping the learning disabled secondary school student are set forth. Among the suggestions are encouraging the student to learn through the auditory channel, grading the student on effort or signs of progress rather than on performance compared to the group, keeping written and reading homework to a minimum, providing outlets for physical activity for students with restless and distractible behavior, and assigning one counselor to follow up on all learning disabled students and their problems. (CL)

ED 135 132 EC 092 960

McGovern, Jill E.

Auditory Perception in Learning Disabled and Nonlearning Disabled Culturally Different Pupils.

Pub Date Aug 76

Note—22p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Auditory Discrimination, *Auditory Perception, *Cultural Differences, Educational Research, Elementary Secondary Education, *Learning Disabilities

The auditory perception skills of 32 learning disabled (LD) and 32 non LD culturally different elementary pupils were compared. Results of the Wepman Auditory Discrimination Test and three subtests of the Illinois Test of Psycholinguistic Abilities indicated consistent differences between the two groups on all four measures of auditory perception (auditory discrimination, auditory memory, auditory closure, and sound blending). Both groups evidenced deficiencies in auditory perception skills, with auditory memory skills being the least deficient and sound blending the most deficient. Among the educational implications of the study was the need for directing primary attention to the treatment of learning disabilities in the culturally different LD child. (CL)

ED 135 133 EC 092 961

Ewing, Norma Casey, John

Diagnostic Prescriptive Instruction: A Review of Related Literature - 1970 to Present.

Pub Date Aug 76

Note—16p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Diagnostic Teaching, Elementary Secondary Education, *Learning Disabilities, *Program Effectiveness, *Research Reviews (Publications)

Research from 1970 to 1976 is reviewed to determine the present status of diagnostic prescriptive instruction for learning disabled children. It is noted that findings of previous research have failed to conclusively demonstrate the effectiveness of specific ability training; that the legitimacy of the nonsupportive conclusions have been questioned, and that research designs have been a source of controversy. The general conclusion is set forth that the literature review appears to legitimize current skepticism regarding the effectiveness of diagnostic prescriptive instruction from a psychoeducational perspective. (Author/CL)

ED 135 134 EC 092 962

Mayer, Betsy G.

Music for Children with Reading Learning Disabilities.

Pub Date Aug 76

Note—23p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Language Skills, *Learning Disabilities, *Music, *Music Activities, *Program Descriptions, *Reading Difficulty, Reading Improvement, Singing

Described is a music program for students with reading learning disabilities. It is explained that the program was designed to teach fundamental music skills, to teach visual/motor and auditory skills through music activities, and to evaluate the effect of music skill development on language reading skills. The daily routine of music exercises, including memory song games, rhythm exercises, singing activities and sequencing drills is reviewed. Student improvement in auditory, motor, visual, and social development is noted. (CL)

ED 135 135 EC 092 963

Burns, Harriet P.

Emotional Problems of the Learning Disabled.

Pub Date Aug 76

Note—30p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Problems, Delinquency, Elementary Secondary Education, Emotional Problems, *Learning Disabilities, *Teacher Education

In discussing the problem of emotional and behavioral disturbance in children with learning disabilities (LD), the author suggests that teachers trained in LD are given little background in emotional problems, that LD texts contain minimal information about dealing with

behavioral disturbance, and that the connection between LD and delinquency has been overstated. Other ways in which children with emotional problems are seen to be ill-served include the changing and frequently turbulent structure of educational settings. Educators and administrators are urged to take such actions as interpreting the field of LD realistically to the public and advocating behavior training for regular and special education teachers. (CL)

ED 135 136 EC 092 964

Ashlock, Patrick Dolan, Mary
The Saint Giles LD Identification Project.
Pub Date Aug 76

Note—17p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976); Best Available Copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Definitions, Elementary Education, *Identification, *Learning Disabilities, *Parochial Schools, Program Descriptions

Several definitions of learning disabilities are reviewed, and the problem of identifying learning disabilities in a Catholic Elementary School is examined. Described are identification instruments, methods of reporting pupil progress, and followup procedures used in the project. (CL)

ED 135 137 EC 092 965

Younes, Robert P. Webb, Gertrude
Initial Computer Analysis: 201 Children with Learning Disabilities.
Pub Date Aug 76

Note—64p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age Differences, Educational Research, Elementary Secondary Education, Family Problems, *Learning Disabilities, *Performance Factors, *Racial Differences, Sex Differences

Presented are findings from a computer analysis of 434 variables (including educational, social, medical, neurological and psychometric factors) of 201 5- to 19-year-old learning disabled (LD) children referred to a community hospital diagnostic program. It is explained that the variables were analyzed according to race, sex, and age. Among findings reported are that Black families had more familial disruption and less educational attainment, and Black children had more behavior problems, lower verbal ability, reading comprehension, auditory comprehension, and speech speed. Findings are further said to reveal more illness, alcoholism, and hospitalization for White families, with White children registering more speech muscle incoordination, motor immaturity, distractibility and coordination problems. Three conclusions are presented: that racial differences exist, that younger children exhibit greater neurological immaturity in all functioning areas, and that familial and social disruption exert a significant negative affect on children's school performance. (CL)

ED 135 138 EC 092 966

Pope, Lillie
Clinician and Parent: Partners for Change.
Pub Date Aug 76

Note—14p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Learning Disabilities, Parent Participation, Parent Role, *Parents, *Parent School Relationship, *Parent Teacher Cooperation, Program Descriptions

Guidelines are presented for working with parents of learning disabled children in a collaborative clinician-parent program. Parents are explained to need guidance and support in managing the child at home, in dealing with family members and others who don't understand the problem, and in understanding the professional's language. To be effective with parents, the clinician is advised to follow six rules, including using simple language, specifying clear and honest goals for the child, and avoiding contributing to the parents' guilt. Components of the collaborative parent-clinician program are described, such as weekly parent group meetings and parent association sessions. (CL)

ED 135 139 EC 092 967

Wener, Albert

Delivery of Educational Services for the Learning Disabled: A Systematic Approach.
Pub Date Aug 76

Note—33p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Delivery Systems, Elementary Secondary Education, *Learning Disabilities, Models, *Regular Class Placement, *Special Classes, *Systems Analysis

The author asserts that for many types of learning disabled students, integration with regular class students is desirable, and that a comprehensive analysis of the educational service delivery system is needed to achieve this goal. Disadvantages of the special class arrangement are described in terms of cost benefit, psychological growth of the separated student, and social experiences of the regular student. Necessary changes in the regular education system are examined in terms of six considerations: the regular classroom teacher's training and expertise, the pupil-teacher ratio, the degree to which individualized instruction is promoted, the degree of student independence, the organizational and policy issues affecting classroom practices, and the overall goals of the educational system. An intervention model based on a systems analysis approach is presented. (CL)

ED 135 140 EC 092 968

Deitchman, Robert Newman, Isadore

The Use of Parent Input in Program Evaluation: One Parameter in Day Cares Current Crisis.
Pub Date Aug 76

Note—12p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Problems, Curriculum Problems, *Day Care Services, *Early Childhood Education, *Parent Participation, Program Evaluation

Analyzed are five problem areas hampering the provision of quality day care services to preschool children. The five areas are seen to include definitional problems (including confusion over funding source requirements) lack of program evaluation data, noncontinuity of programming, curriculum difficulties, and underutilization of parent input. Cited is the case of a Montessori program stressing parent participation. The authors suggest that the problems faced by day care personnel are similar to those encountered by people working in the area of learning disability. (CL)

ED 135 141 EC 092 969

Levine, Maureen Julianne

Verbal Recall of Auditory and Visual Signals by Normal and Deficient Reading Children.
Pub Date Aug 76

Note—28p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attention, Elementary Education, Learning Disabilities, Physiology, *Reading Diagnosis, *Reading Difficulty, Reading Processes, *Reading Research, *Sensory Integration, Stimulus Behavior

Verbal recall of bisensory memory tasks was compared among 48 9- to 12-year old boys in three groups: normal readers, primary deficit readers, and secondary deficit readers. Auditory and visual stimulus pairs composed of digits, which incorporated variations of intersensory and intrasensory conditions were administered to Ss through a Bell and Howell Language Master. Continuous monitoring of heart rate and Galvanic Skin Response was performed, and reading error types were analyzed. Results supported the validity of the reading classification system of R. Rabinovitch for differentiating groups of deficient readers. Recall performance was found to differ for visual information processing and sequential recall, with more errors for both observed in the secondary reading group. Findings were consistent with a hypothetical model based on attentional and cognitive factors important for visual and auditory processing in reading. (Author/CL)

ED 135 142 EC 092 970

Jani, Subhash Natwerlal Swanson, Bonnie H.

Developmental Eclecticism: An Integrated Approach to Evaluating and Programming for the Learning Disabled.
Pub Date Aug 76

Note—12p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, *Educational Diagnosis, Elementary Secondary Education, Evaluation Methods, *Learning Disabilities, *Models, Motor Development, Perceptual Development, *Student Evaluation

The Motoric-Perceptual-Conceptual/Behavioral (MPC/B) model, a developmentally eclectic approach to evaluating and remediating learning disabilities in children, is described. The model is explained to view learners and the learning process on three educational levels (preschool, elementary school, and high school/post school), on three subject matter levels (reading, math, and science), and on three developmental levels (motoric, perceptual, and conceptual/behavioral). Emphasized within the MPC/B model is the importance of evaluation in seven areas, including auditory/hearing tests, visually oriented tests, and educational/academic tests. (CL)

ED 135 143 EC 092 971

Kirshner, A. J. Saroj, Satish K.

Kirshner Saroj Visual Perceptual Speed Test: A Test of Visual Readiness for Reading.
Pub Date Sep 76

Note—25p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Identification, *Learning Disabilities, *Reading Diagnosis, Reading Difficulty, Test Reliability, Test Validity, *Vision Tests, *Visual Perception

Described is the Kirshner Saroj Visual Perception Speed Test (KSPVST), a measure of perceptual speed using pictures to identify children whose reading difficulties are due to visual processing deficiencies. It is explained that 323 children 6-13 years old were given the Keystone Visual Skills Test, the KSPVST, and reading readiness tests. Data are said to indicate that perceptual speed is significantly related to reading ability. The author suggests that visual training to increase perceptual speed should be considered as part of a total program for children with reading problems. Among seven appendices is information on the validity and reliability of the KSPVST. (CL)

ED 135 144 EC 092 972

Thomas, Elizabeth K. Walmsley, Sean A.

Some Evidence of Continuing Linguistic Acquisitions in Learning Adolescents.
Pub Date Aug 76

Note—18p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

Available from—Dr. Sean A. Walmsley, Reading Department, School of Education, The University at Albany, 1400 Washington Avenue, Albany, New York 12222

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comprehension, Language Development, Language Handicapped, Language Research, *Learning Disabilities, *Linguistic Performance, Linguistic Theory, Secondary Education, *Structural Linguistics

The linguistic development of 42 learning disabled students 10-16 years old was examined. Responses were elicited to five linguistic structures, including the distinction between "ask" and "tell", pronominal restriction, and the minimum distance principle. Data were analyzed in terms of three groups based on Verbal and Performance differentials on the Wechsler Intelligence Scale for Children, and in terms of the Ss' performance as a whole to determine whether the constructions were acquired in the order previously suggested by C. Chomsky. Results indicated that the Ss demonstrated late (approximately 3-4 years) and idiosyncratic acquisition of the structures, although most of them did acquire them in the order posited by Chomsky for normal younger children. (CL)

ED 135 145

EC 092 973

Hofmann, Richard J.

Illustrative Examples of the Development and Interpretation of Hierarchical Tests in the Field of Learning Disabilities.

Spons Agency—Miami Univ. Alumni Association, Oxford, Ohio. Faculty Development Fund. Pub Date Aug 76

Note—23p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976); Best Available Copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Developmental Tasks, *Learning Disabilities, Prediction, *Test Construction, *Testing

Identifiers—*Hierarchical Analysis

The author discusses the use of hierarchical tests with learning disabled (LD) children and presents four examples to explain basic characteristics of this type of test. It is explained that a hierarchical measurement provides two associated scores - a composite score and an error of prediction score. The examples are used to portray the use of a hierarchical test in analyzing cognitive processing in normal and LD children, the process of developing a hierarchical test to identify learning problems in young children, and methods of evaluating a standardized test for the properties of a hierarchical test. (CL)

ED 135 146

EC 092 974

Ashlock, Patrick Thompson, Glen

The Ashlock Tests of Visual Perception. Revised.

Pub Date Aug 76

Note—11p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976); Best Available Copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Learning Disabilities, Perceptually Handicapped, Preschool Education, *Screening Tests, Test Reliability, Test Validity, *Visual Perception

Information is presented on the validity, reliability, and normative data of the Ashlock Tests of Visual Perception-Revised, a screening test for perceptual difficulties in preschoolers. Discussed are implications for using the test for screening, diagnosis, and educational planning. (CL)

ED 135 147

EC 092 975

Van Nagel, Clint

Observation as a Method of Diagnosis and Prescription.

Pub Date Aug 76

Note—10p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

Available from—Clint Van Nagel, Department of Special Education, University of North Florida, Jacksonville, Florida 32216

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Diagnostic Teaching, Elementary Secondary Education, *Learning Disabilities, Observation, *Teacher Role, *Teaching Methods

The author describes a diagnostic-prescriptive approach in which teachers use observation skills to identify visual, auditory, and behavioral deficits in learning disabled students. Teachers are advised to ask themselves seven questions, including whether a real learning disability exists; where the student is currently functioning in reading, arithmetic, and writing; how the student learns best; and what motivates the student. (CL)

ED 135 148

EC 092 976

Slobodian, June J.

School, Community and Parent Involvement in Development of Competency-Based Teacher Education and Inservice in Learning Disabilities.

Pub Date Aug 76

Note—19p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Inservice Teacher Education, *Learning Disabilities, *Performance Based Teacher Education, *Program Descriptions, *Program Development

The development of a competency based teacher preservice and inservice education program in learning disabilities is described. It is ex-

plained that the program consisted of video modules of instruction and opportunities for discussion. Initial participants in the program are said to have been teachers from four school districts who evaluated basic program weaknesses (such as the need for more personal interaction with the instructor), and strengths (including simple language and terminology.) (CL)

ED 135 149

EC 092 977

Sapir, Selma C.

Controversial Issues in Learning Disability.

Pub Date Aug 76

Note—21p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Definitions, Elementary Secondary Education, Environmental Influences, Etiology, *Learning Disabilities, Regular Class Placement, Teacher Education

The author discusses controversial issues in the field of learning disabilities (LD). Among topics addressed are conflicting definitions of LD and the impact of the operational definition accepted by the US Government; etiological questions concerning the separation of neurological, environmental, and emotional factors; approaches used in training teachers and clinicians; implications of mainstreaming for LD students; use of such special treatments as megavitamin therapy, special diets, and sensory integration; and the effects on children of social problems, including excessive noise levels, poor nutrition, and pollution. (Author/CL)

ED 135 150

EC 092 978

Rothstein, Evelyn

Assessing Reading Competency: A Psycholinguistic Perspective.

Pub Date Aug 76

Note—29p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, Learning Disabilities, *Miscue Analysis, *Oral Reading, Reading Ability, *Reading Comprehension, *Reading Diagnosis, *Reading Difficulty, Student Evaluation

Discussed is an oral reading procedure for children with reading problems which assesses a reader's competency through an analysis of comprehension evidenced by meaningful versus non-meaningful alterations to the reading text. It is explained that this analysis indicates that the poor reader's needs frequently may be at the syntactic and semantic levels, rather than the word level. Examples are given of five narratives coded for type of textual alteration. Described are potential misplacements of readers in material below their conceptual needs because of word error rather than syntactic and semantic error counts. (CL)

ED 135 151

EC 092 979

Van Nagel, Clint And Others

Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model.

Pub Date Aug 76

Note—28p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Check Lists, Child Development, *Diagnostic Teaching, *Educational Diagnosis, Elementary Secondary Education, *Learning Disabilities, *Parent Role, *Parent Teacher Cooperation

Presented are diagnostic checklists and prescriptive suggestions for parents, teachers and other professionals working with learning disabled children. The checklists present hierarchically arranged behaviors in physiological, visual, auditory, and motor aspects of development. Also provided are suggestions for the parents in remediating the deficits. (CL)

ED 135 152

EC 092 980

Houck, Cherry K. And Others

Auditory Discrimination of Normal and Learning Disabled Children: A Comparison of Their Performance on the Goldman-Fristoe-Woodcock Test of Auditory Discrimination and Wepman Auditory Discrimination Test.

Pub Date Aug 76

Note—16p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Auditory Discrimination, *Auditory Tests, Elementary Education, *Learning Disabilities

Identifiers—Goldman Fristoe Woodcock Test, Wepman Auditory Discrimination Test

Examined was the performance of 18 normal and 20 learning disabled (LD) 8- to 9-year-old children on two competitive measures of auditory discrimination. Ss were administered the Wepman Auditory Discrimination Test (1974) and the Goldman, Fristoe, Woodcock Test of Auditory Discrimination (1970). Results suggested that little correlation exists between the two tests which are frequently viewed as interchangeable. No differences between the two groups were found in auditory discrimination skills as measured by the two instruments. (Author/CL)

ED 135 153

EC 092 981

Spalding, Norma V.

Research with QNST: A Review.

Pub Date Aug 76

Note—14p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Diagnosis, *Learning Disabilities, *Neurological Defects, *Neurologically Handicapped, *Screening Tests, Test Reliability, Test Validity

Identifiers—*Quick Neurological Screening Test

Described is the Quick Neurological Screening Test (QNST), a measure of "soft" neurological signs frequently associated with learning disabilities, and discussed are research findings on the QNST. The QNST is said to provide classroom teachers with a method for identifying children whose learning disabilities are caused by neurological insufficiency. Results are reported for studies on the validity, reliability, and predictive validity of the QNST. (CL)

ED 135 154

EC 092 982

Guerin, Gilbert R.

Accelerated Learning: A Strategy for the Instruction of Pupils with Learning Disabilities in the Regular Classroom.

Pub Date Aug 76

Note—15p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Delivery Systems, Elementary Secondary Education, Instructional Materials Centers, Instructional Programs, *Learning Disabilities, *Program Descriptions, *Regular Class Placement, Resource Teachers

Described is a program designed to provide appropriate teaching materials and strategies for learning disabled students in regular classrooms. The program is explained to include special education resource teachers, a learning materials center, and pre-planned self-instructional learning packages, with the goal of supporting and complementing the regular classroom program. The program is said to be based in two major centers of activity: the local school where resource teachers design, prescribe, and order instructional programs; and the consolidated materials center where the staff develops instructional packages for classroom use. Advantages of this model are seen to include its practicality and the provision of individualized instruction. (Author/CL)

ED 135 155

EC 092 983

Culbertson, Jack And Others

Verbal Processing Reaction Times in "Normal" and "Poor" Readers.

Pub Date Aug 76

Note—9p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cerebral Dominance, Elementary Education, Learning Disabilities, *Reaction Time, *Reading Difficulty, *Reading Research, Verbal Ability

After it had been determined that reaction time (RT) was a sensitive measure of hemispheric dominance in a verbal task performed by normal adult readers, the reaction times of three groups of subjects (20 normal reading college students, 12 normal reading third graders and 11 poor

reading grade school students) were compared. Ss were exposed to tachistoscopically presented slides with stimulus words across both visual fields and probe words presented to either the right or left visual fields. Both groups of normal readers exhibited superior right visual field RT while the poor readers failed to display such a superiority. Findings suggested that verbal RT may be a useful screening technique to identify potential problem readers. (Author/CL)

ED 135 156 EC 092 984

Huizinga, Raleigh J.

Exploring Programming for the LD Child.

Pub Date Aug 76

Note—11p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Beginning Reading, *Educational Diagnosis, Elementary Secondary Education, *Learning Disabilities, *Psychology, Staff Role, *Student Evaluation

Examined in the paper is the relationship between differential diagnosis and educational programming for children with learning disabilities. Three components of differential diagnosis are explained to be classification, measurement of the child's strengths and weaknesses, and evaluation of academic skills which have been mastered. Beginning reading skills are analyzed, and the roles of psychology and education in learning disabilities are discussed. (CL)

ED 135 157 EC 092 985

Mardell, Carol Goldenberg, Dorothea S.

The Predictive Validation of a Pre-Kindergarten Screening Test.

Pub Date Aug 76

Note—21p.; Paper presented at the International Scientific Conference of IFLD (3rd, Montreal, Canada, August 9-13, 1976); Best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Research, Identification, *Learning Disabilities, *Predictive Validity, *Preschool Education, Preschool Tests, *Screening Tests, Test Reliability, Test Validity Identifiers—Developmental Indicators Assessment Learning

Described is the development and revision over a 3-year period of the Developmental Indicators for the Assessment of Learning (DIAL), a screening test to identify pre-kindergarten children with learning disabilities. The DIAL is said to provide for gross motor, fine motor, cognitive, and communications assessment of large groups of children. Among the three years of DIAL research efforts discussed are a longitudinal study of 520 children, establishment of male and female norms for a population of 3100 children, and comparison of achievement and readiness scores with DIAL scores for 249 children. Among conclusions cited are high interrater reliability on the DIAL, significant correlation between DIAL scores and achievement and readiness test scores, and the feasibility of identifying pre-kindergarten children who need further evaluation. (CL)

ED 135 158 EC 092 986

Brolin, Donn E. And Others

PRICE Needs Assessment Study. Project PRICE Working Paper No. 7.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jun 76

Grant—OEG-0-74-2789

Note—93p.; For earlier Project PRICE working papers, see ED 096 777, ED 104 067, ED 109 838, ED 109 839, ED 112 548, ED 116 443

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, Daily Living Skills, *Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, Inservice Teacher Education, Interpersonal Competence, Mentally Handicapped, *Needs Assessment, Personnel Needs, *Prevocational Education, Professional Personnel, Questionnaires, Social Development, *Staff Utilization, Surveys, Teacher Attitudes, Teacher Role

Identifiers—*Project PRICE

A needs assessment study involving 264 school personnel from six Midwestern public school systems (grades 7-12) was undertaken by Project

PRICE (Programming Retarded in Career Education) to determine (1) what types of school personnel feel they can work with educable retarded students, (2) what competencies they feel they can help the students acquire, and (3) the inservice training needs and other assistance of such school personnel. Respondents were given two field questionnaires to evaluate the PRICE career education competencies listed, to identify other major competencies important for retarded students to acquire, and to determine which personnel were felt to be most appropriate to teach each of the competency categories. Results led to conclusions such as the following: that career education of retarded students should involve a wide variety of school discipline (all categories of counselors/teachers indicated that their discipline was appropriate for teaching at least some of the 24 competencies), and that occupational guidance and preparation appears to be the most deficient curriculum area. (Appended material includes the questionnaire forms and the study results in tabular form.) (IM)

ED 135 159 EC 092 987

H.R. 998: A Bill to Provide That Local Educational Agencies Shall Not Receive Federal Financial Assistance Unless They Provide Educational Services to All Handicapped Children at Levels of Expenditure at Least Equal to Expenditures for Other Children.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 77

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Handicapped Children, School Districts, School Responsibility

Identifiers—*H R 998 (95th Cong 1st Sess)

Presented is the text of H.R. 998, an amendment to the Education of the Handicapped Act. The bill focuses on provision of appropriate educational services to handicapped children and civil action for withholding of federal financial assistance. (SBH)

ED 135 160 EC 092 994

Brady, Mary Ella

A Comparison of the Effect of Self Evaluation Lessons and Increased Content of the Prompting Module on Teacher Interactions with Handicapped Readers During Oral Reading. Final Report 11.3.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 76

Grant—OEG-9-242178-4149-032

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, *Inservice Teacher Education, Interaction, Mentally Handicapped, Oral Reading, *Programmed Instruction, *Prompting, *Reading Difficulty, *Reading Research, Remedial Reading, Self Evaluation, Teacher Education, Teaching Methods

Studied with 12 teachers of educable mentally retarded students in intermediate and junior high self-contained classrooms and remedial reading students receiving extra reading instruction were the effects of teacher instructions during oral reading on pupil reading strategies. Teachers were given a self-instructional module on prompting skills for responding to pupil miscues during oral reading. Among findings were that the teachers rated the training as very helpful although they were not able to increase the success rate of their prompts, that many were unable to discriminate between different kinds of prompts, and that there were no differences between variations of the prompting module used. (IM)

ED 135 161 EC 093 000

Krauthamer, Carole

Absence of Lateral Dominance and Handedness in Children with Minimal Brain Dysfunction.

Pub Date Apr 76

Note—8p.; Presented at the Annual Meeting of Eastern Psychological Association (47th, April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Exceptional Child Research, *Lateral Dominance, Learning Disabilities, *Minimally Brain Injured, Psychomotor Skills

Identifiers—*Handedness

Examined with 23 children (7-10 years old) with minimal brain dysfunction was the relation of handedness functions to early and diffuse brain damage. Ss and a group of 25 controls were given the Harris Tests for Lateral Dominance and the Halstead Finger Oscillation test. Results indicated a lowered performance level for both right and left hands and a significant reduction in the occurrence of right handedness coupled with a comparable increase in mixed dominance for the Ss. (Author/IM)

ED 135 162 EC 093 006

Casto, Glendon And Others

Affective Behavior in Preschool Children. Final Report.

Utah State Univ., Logan. Exceptional Child Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Bureau No—443MH-500-12

Pub Date Jun 76

Contract—300-75-0254

Note—244p.; For the summary report, see EC 093 007

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Affective Behavior, *Affective Tests, *Annotated Bibliographies, *Emotional Development, *Handicapped Children, Historical Reviews, *Instructional Materials, Personality Development, Preschool Education, Research Needs, Research Reviews (Publications), Self Concept, Social Development, *Theories

Presented is the final report of a project to review the state of the art in basic areas of affective development (emotional state and personal attitudes) in the normal and handicapped preschool child. The document is divided into six major sections. In the first chapter, three general areas are covered—a historical discussion of theories of affective development, theories of emotion, and the five dimensions of affective development (emergence of self, caretaker attachment, adaptation-mastery, self concept, and socialization). Chapter 2 focuses on affective development involving six handicapping conditions: emotionally disturbed, speech impaired, hearing impaired and deaf, physically handicapped, mentally retarded, and blind and partially seeing. Reviewed in chapter 3 (which includes an annotated bibliography on 27 instruments) are the available assessment instruments which measure affective development in the preschool child. Presented in chapter 4 is a bibliography of 29 available curriculum materials for affective development. Gaps in theory and research and recommendations for further study of affective development are covered in chapter 5. The final section is an annotated bibliography of references related to the following topics: theories of emotion and overviews of affective development in children, specific aspects of affective development, affective development of handicapped children, affective education and curriculum, and instrumentation and research methodology in the study of affective development. (SBH)

ED 135 163 EC 093 007

Casto, Glendon And Others

Affective Development in the Normal and Handicapped Preschool Child. Summary Report. Review and Recommendations.

Utah State Univ., Logan. Exceptional Child Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date Jul 76

Note—66p.; For the final report, see EC 093 006

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affective Behavior, *Affective Tests, *Emotional Development, *Handicapped Children, *Instructional Materials, Personality Development, Preschool Education, *Research Needs, Research Reviews (Publications), Self Concept, Social Development, *Theories

Presented is the summary report of a project designed to review the state of the art in basic areas of affective development in the normal and handicapped preschool child. Reviewed are theo-

ries of affect and development of specific emotions with particular emphasis on five dimensions (emergence of self, caretaker attachment, adaptation-mastery, self concept, and socialization). The affective development of the handicapped child is discussed in terms of six handicapping conditions: mentally retarded, hearing impaired and deaf, blind and partially seeing, speech impaired, physically handicapped, and emotionally disturbed. Information gaps in the affective area are identified, and suggestions for research and development strategies are proposed. Charts of the available instrumentation and curriculum materials for affective development are also given. (SBH)

ED 135 164

EC 093 008

Edelstein, Terry

Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children.

Pub Date 76

Note—35p.; Paper presented at the Orthopsychiatric Workshop on Deafness (Washington, D.C., May 18-19, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Counseling, Deaf, Elementary Secondary Education, Emotionally Disturbed, Group Therapy, *Milieu Therapy, *Multiply Handicapped, *Normalization (Handicapped), *Program Descriptions, Program Evaluation, *Residential Programs, Self Concept, Social Development, Therapeutic Environment

Described is a milieu intervention scheme for treatment of disturbed deaf children (6-18 years old) in a residential school for the deaf. It is noted that the program sought to develop respect and awareness of the self and social group within the security of a specially adapted environment and to support reintegration into the social, academic, and vocational mainstream. Implementation is reported to involve the development of a therapeutic milieu providing: (1) individual and small group intervention daily with the therapist, in a resource center; and (2) selected integration in the mainstream supported by weekly consultations with the integrating staff. Strengths and weaknesses of the program are discussed, and sample evaluation forms are included. (Author/SBH)

ED 135 165

EC 093 009

The Georgetown Adolescent Intervention Team: Tri-State Technical Assistance and Training Project.

Georgetown Univ., Washington, D.C.

Pub Date Nov 76

Note—14p.; Program developed by Community Services Division of Georgetown University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Clinical Diagnosis, *Delinquency, Elementary Secondary Education, Interagency Cooperation, *Interdisciplinary Approach, *Intervention, Juvenile Courts, *Program Descriptions, Program Development, *Student Placement, Technical Assistance

Identifiers—*Developmental Disabilities

Described is the program of the Georgetown Adolescent Intervention Team (Washington, D.C.), which provides interdisciplinary evaluations and diagnoses, and identifies appropriate alternative placements for developmentally disabled juvenile offenders (10-16 years old and older). The program is discussed in terms of a review of procedures for dealing with the juvenile offender, establishment of the program, the program's relationship with local agencies (such as the juvenile justice system), and the development of an interdisciplinary training and technical assistance program (which included planning, training, and replication phases). (SBH)

ED 135 166

EC 093 010

Kotin, Lawrence

Due Process in Special Education: Legal Perspectives - The State of the States, P.L. 94-142 and Systems Design.

Massachusetts Center for Public Interest Law, Boston.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Grant—G007502322

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Advocacy, *Due Process, Elementary Secondary Education, *Federal

Legislation, Federal State Relationship, *Handicapped Children, Parent Role
Identifiers—*Education of All Handicapped Children Act, *Public Law 94 142

In the article on due process in special education, the author elaborates on the due process requirements which the states have incorporated into their special education systems, discusses the due process requirements in the Education of All Handicapped Children Act (P.L. 94-142), relates these requirements to what the states have already done, and reflects upon some of the issues involved in designing a due process system which satisfies federal requirements and is educationally sound. It is concluded that no due process system will work unless the individuals who design and operate it are committed to the basic concept of the desirability of involving the parent and child in the decision-making process. (SBH)

ED 135 167

EC 093 011

Sunshine School's S.O.P.: Sequenced Objectives for Preschoolers. An Evaluation and Instruction Guide for Working with the Developmentally Delayed.

Sunshine School, Gainesville, Fla.

Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date Oct 75

Note—51p.

Available from—Sunshine School, 1610 N.W. 2nd Street, Gainesville, Florida 32601 (\$3.50, Postage \$0.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, Curriculum Guides, *Developmental Tasks, Early Childhood Education, Expressive Language, Language Development, *Mentally Handicapped, Motor Development, Perceptual Motor Learning, Programmed Instruction, Receptive Language, Self Care Skills, Sequential Approach, Social Development, *Student Evaluation, Task Analysis

Identifiers—*Developmental Disabilities,

*Sequenced Objectives for Preschoolers

Developed by professional educational staff, the curriculum of developmentally sequenced objectives for preschoolers (SOP) is designed for use in infant stimulation programs, for preschool training for all levels of retardation, with severely and profoundly retarded school age children, and for trainable and educable children during the earlier portion of school age range. A brief introduction covers the purposes of SOP; SOP's advantages; initial evaluation, basal and ceiling levels, and recording responses; selecting objectives; reporting and recording progress; and reevaluation. Objectives are listed in evaluation table form for the following areas: fine and perceptual motor, communications (prelanguage abilities, receptive language abilities, and expressive language abilities), gross motor, self help, and social (eating skills and miscellaneous social skills). Bibliographies follow each major section. (SBH)

ED 135 168

EC 093 050

Keefe, Barbara

A Comparison of Laterality Between Normal and Dyslexic Readers.

Pub Date Apr 76

Note—15p.; Paper presented at the Eastern Psychological Association (April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cerebral Dominance, *Dyslexia, Elementary Education, Exceptional Child Research, *Lateral Dominance, Learning Disabilities, *Reading Research

Examined with 38 right-handed boys who were either dyslexic or normal readers and matched for age and IQ (mean age both groups#10.6, mean IQ normal readers#106, mean IQ dyslexic readers#105) were the weak, strong, and equal lateralization theories of dyslexia. Cerebral lateralization was measured for linguistic material (digits) using the dichotic listening technique. No difference was found in mean lateralization score between normal and dyslexic groups; however, the distribution of the lateralization scores of the normal Ss appeared unimodal whereas that of the dyslexic Ss appeared bimodal. The results suggested support for both the weak and the strong lateralization theories of dyslexia. (Author/IM)

ED 135 169

EC 093 051

Gershman, Janis

A Follow-Up Study of Graduates of the Perceptual and Behavioural Special Classes.

Toronto Board of Education (Ontario). Research Dept.

Report No.—ISSN-0316-8786

Pub Date Nov 76

Note—38p.; Research Service No. 143

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Problems, Elementary Education, Exceptional Child Research, *Followup Studies, Learning Disabilities, *Perceptually Handicapped, *Program Evaluation, *Regular Class Placement, *Special Programs, Student Placement, Success Factors

Investigated with a follow-up study of successful integration into regular classes in the Toronto system was the success of two special programs for elementary level students who were identified as having learning disabilities presumed to be organic, or whose learning disabilities were primarily emotional or behavioral in origin. The initial sample of 295 students who entered either program in 1970 or 1971 were followed up by tracing their educational path from 1971 to September, 1975. By 1975, about half of the students still remaining in the Toronto system had been reintegrated into regular programs. The effect on later placement of age on entry to the program, sex, and length of time in the program was examined. Students who were found in regular programs in January, 1976, were examined further by collecting and comparing teacher ratings for those students and two matched groups. Generally, ratings were similar for the target group and the group matched on age (generally over-age for grade). However, ratings were lower for the target group than for a random group of class peers, especially in areas related directly to the problems which warranted their former special class placement. (Author/IM)

ED 135 170

EC 093 052

Belcastro, Frank P.

Use of Behavior Modification with L. D. Students.

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, *Classroom Research, Elementary Secondary Education, Exceptional Child Research, *Learning Disabilities, *Operant Conditioning, Research Methodology, Research Reviews (Publications)

Reviewed was research on the application of operant conditioning techniques to the modification of the classroom behavior of learning disabled students. The methodology and results of the studies were examined and each study summarized. It was concluded that there was little common interpretation of the term "learning disabilities" and that all of the studies had violated one or more of the following requirements of good experimental design: (1) adequate description of subjects, (2) proper sampling techniques, (3) adequate control procedures, (4) statistical analysis of the data, and (5) evaluation of long-term gains. (Author/IM)

ED 135 171

EC 093 053

Protective Services for Abused and Neglected Children and Their Families. A Guide for State and Local Department of Public Social Services on the Delivery of Protective Services.

Community Research Applications, Inc., New York, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-77-23042

Pub Date [77]

Contract—SRS-500-76-0005

Note—135p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Checklists, *Child Abuse, Child Advocacy, *Community Programs, Community Resources, Definitions, *Delivery Systems, Exceptional Child Services, Family Problems, Guidelines, Information Dissemination, Program Administration, Program Budgeting, *Program Development, Program Guides, *Program Improvement, Social Services, Staff Utilization, *State Programs

Identifiers—*Neglected Children

Provided is a guide to assist state and local agencies in improving the administration and management of services to abused and neglected children and their families. Protective services at the state level are covered in the first section, including such topics as organization; initiating and reacting to proposed state legislation; developing working definitions of child abuse and neglect, formulating policy, and setting standards for local protective services programs; serving as an infor-

mation clearinghouse; and developing a budget. The second section on protective services at the local level includes nine chapters on the following topics: definitions (of physical abuse, sexual abuse, neglect, and emotional abuse or neglect); organization and staff structure; assessment, investigation, and validation; case management; supportive and treatment services (including medical, foster care, and emergency services); resource development and interagency coordination; staff development, training, and supervision; public education and information; and record-keeping and other management tools (including accountability, planning, and evaluation). Checklists for state and local agencies are provided, and a glossary of terms and a listing of HEW regional offices are appended. (IM)

ED 135 172 EC 093 054

Fairbanks, Dwight W.
Helping Eliminate Early Learning Disabilities (HEELD). An Adopter's Guide.
Central Point School District 6, Ore.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 76
Note—61p.
Available from—Central Point School District No. 6, 451 N. 2nd Street, Central Point, Oregon 97501

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Early Childhood Education, Exceptional Child Education, Guidelines, *Identification, *Intervention, Kindergarten, *Learning Disabilities, *Program Descriptions, Program Planning, Summer Programs, Testing
Identifiers—*Helping Eliminate Early Learning Disabilities, Oregon

Provided is a guide for school districts interested in adopting the Helping Eliminate Early Learning Disabilities (HEELD) Program, an early childhood learning program developed and operated in Oregon. The HEELD program is described, and guidelines for implementing the four phases of the program are presented. Sections cover each of the phases as follows (sample topics in parentheses): (1) program planning and teacher training (training of staff and coordination with other teachers), (2) selecting students and involving parents (locating the children and parent groups), (3) classroom instruction (classroom strategy, testing, and record-keeping), and (4) summer "maintenance" and first grade (final testing and followup through second and third grades). Appended material includes a selected bibliography and lists of suggested instructional and testing materials, sample report forms, and a sample learning packet for home use during the summer. (IM)

ED 135 173 EC 093 055

Cherry, Betty S., Ed.
The Intellectually Gifted Student: His Nature and His Needs.
Pub Date 76

Note—105p.; Best Available Copy; Manatee Gifted Program, Manatee Junior College, 5840 26th Street, Manatee, Florida 33507; For related information, see EC 093 056

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Checklists, Creative Ability, Elementary Secondary Education, *Gifted, Guidelines, *Identification, Intelligence Quotient, Minority Groups, Parent Role, Referral, *Self Concept, *Student Characteristics
Identifiers—Florida (Manatee)

Presented is a manual developed by the Manatee, Florida, program for gifted students which includes three articles describing giftedness, checklists for teachers, a section on identifying characteristics of gifted students, sections on the self concept and minority gifted students, questions and suggestions for parents of gifted students, and information on the IQ. Articles have the following titles: "Identifying and Challenging the Gifted", "Looking at Why Giftedness is Rejected" (by A. Isaacs), and "Have You Met Any Darn Fools Today?" (By R. Eberle). Checklists include the "Teachers Information Awareness Checklist". The section on identification of the gifted has such items as a list of behavioral characteristics of bright students, sample referral forms, and M. Meeker's Rating Scale for Identifying Creative Potential. Also provided are various measures of self concept and suggestions for building self concepts in students and

teachers. An article by E.P. Torrance titled "An Alternative to Compensatory Education" is one item in the section on the minority gifted. Questions, suggestions, and a rating scale are offered for parents of gifted students. The final section includes a chart of the normal curve; a profile for IQ's achievement scores, and grades; and an educational classification. (DB)

ED 135 174 EC 093 056

Cherry, Betty S., Ed.
A Handbook of Bright Ideas: Facilitating Giftedness.
Pub Date 76

Note—133p.; Best Available Copy; Manatee Gifted Program, Manatee Junior College, 5840 26th Street, Manatee, Florida 33507; For related information, see EC 093 055

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Check Lists, Class Activities, *Cognitive Development, Conceptual Schemes, *Creative Development, Elementary Secondary Education, Emotional Development, *Enrichment, Games, *Gifted, *Models, *Teaching Methods
Identifiers—Florida (Manatee)

Presented is a manual developed by the Manatee, Florida, program for gifted students which includes articles by leading thinkers, information on J. Guilford's structure of the intellect model, the importance of cognitive and affective balance, creative development, checklists, games, and other ideas for teachers of gifted students. Articles include the following titles and authors: "The Role of the Teacher of the Gifted" (E.P. Torrance), "Helping Children Know Themselves" (D. Sist), and "New Think" (E. DeBono). Offered are an explanation of Guilford's model and ten creativity lessons based on the model. The importance of affective and cognitive balance is considered in a section which includes F. Williams' model for implementing cognitive-affective behaviors in the classroom and associated teaching strategies and M. Seagoe's list of learning characteristics of gifted children. A major section provides suggestions for facilitating creativity and includes a checklist of teacher attitudes and goals, techniques of creative teaching, five lessons in stimulating creative talent, two simulation games, and ways to help children write creatively. Also provided is information on other checklists, guides, and offerings in the Manatee Gifted Program. Directions for such games as kalah and chess by notation are given as is a list of 65 ways for teachers to say "good for you". (DB)

ED 135 175 EC 093 057

How Many Children in District 4J are Receiving Medication for "Hyperactivity"?
Eugene School District 4J, Ore. Div. of Research, Development, and Evaluation.
Pub Date May 76

Note—12p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Drug Therapy, *Hyperactivity, *Incidence, *School Districts, Surveys

Reported is a study on the number of elementary grade children in the Eugene, Oregon, school district taking medication for hyperactivity, the process of identification of these children, and the extent and kind of prescription drugs used. Each of 15 elementary school nurses was contacted and information from biannual health forms was compiled. Reported results indicated that 145 children were receiving medication (of which 81% were male), that most children received Ritalin, that many children had been receiving medication for over 2 years, and that three doctors accounted for most of the prescriptions. It is concluded that the percentage of children identified as hyperkinetic in the Eugene school district is comparable to other empirically demonstrated percentages. (DB)

ED 135 176 EC 093 058

Hosiak, Patricia Page
Emotional Disturbance. Can Emotionally Disturbed Students Be Integrated? An In-Depth Review of the Pertinent Literature.

McGill Univ., Montreal (Quebec). Faculty of Education.
Pub Date 76
Note—60p.; REPORTS IN EDUCATION, Number 5

Available from—McGill University, Faculty of Education, 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2 (\$4.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Early Childhood Education, *Educational Programs, Elementary Secondary Education, *Emotionally Disturbed, *Etiology, Exceptional Child Education, Historical Reviews, Literature Reviews, Psychotherapy, *Regular Class Placement, Research Reviews (Publications), Special Classes, Special Education, *Teacher Attitudes, *Theories

Intended for educators, researchers, and students, the document provides a survey of current reading on the education of emotionally disturbed (ED) children. The etiology of emotional disturbance is discussed, and an historical review of the role of education in the treatment of ED children is presented. Present psychoanalytic, learning, and behavioral theories are described. Covered are current approaches to the education and management of ED children, such as the psycho-educational approach, the use of crisis teachers, resource programming reality therapy, and behavior modification. Sections cover the arguments for special education of this population and for their integration into the regular classroom. Teacher attitudes and the need for inservice training of regular classroom teachers are discussed in a final section. It is noted that difficulties complicating research on ED children include lack of information about specific causes of emotional disturbance, lack of uniformity of the terminology, and varying personality theories and philosophies which influence treatment methods. (IM)

ED 135 177 EC 093 059

Minimum Standards for Work Experience and Study Programs.

Pub Date 75
Note—32p.; Approved by: State Board for Community Colleges and Occupational Education, State Department of Education, State Office Building, Denver, CO 80203

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Federal Aid, *Guidelines, *Handicapped Children, Program Development, Program Evaluation, Secondary Education, State Programs, *Vocational Education, *Work Study Programs
Identifiers—Colorado

Presented are guidelines and requirements of vocational education programs for secondary school handicapped students in Colorado. It is explained that the 1968 amendment to the Vocational Act of 1963 requires that each state spend 15% of its basic federal grant for vocational training for the handicapped. Work Experience and Study (WES) programs are described in terms of federal purposes and requirements, program personnel requirements, and program requirements (including standards for program planning, job training, training agreements, training plans, evaluation, followup, and funding. The role of the advisory committee is examined. Sample forms for program evaluation and training agreements comprise the bulk of the document. (CL)

ED 135 178 EC 093 150

H.R. 585: A Bill to Amend the Internal Revenue Code of 1954 to Permit a Taxpayer to Deduct Certain Expenses Paid by Him for Special Education Furnished to a Child or Other Minor Dependent Who Is Physically or Mentally Handicapped. 95th Congress, 1st Session, January 4, 1977.

Congress of the U.S., Washington, D.C. House.

Pub Date 77

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Family Income, *Federal Legislation, *Handicapped Children, *Taxes

Presented is the text of H.R. 585, a bill introduced by Representative Quie which would permit a taxpayer to deduct certain special education costs of handicapped minors. The bill specifies that tuition, required fees and charges, books, materials, supplies, equipment and special devices would be among the allowable deductions. (CL)

ED 135 179 EC 093 154

A Study of the Students and Programs Supported by General Fund Grants to School Districts for the Special Education of Handicapped Children. Summary Report.

Arthur Young and Co., Portland, Ore.; Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 76

Note—18p.; Paginate oversize table for wide frame; See EC 093 155

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Financial Policy, *Financial Support, *Handicapped Children, *State Aid, *State Legislation, State Surveys
Identifiers—*Oregon

Presented is the summary report of an Oregon study (for the 1975-77 biennium) to determine existing funding patterns for the State special education programs and to suggest two alternative formulas for State reimbursement of school district expenditures for handicapped children. Relevant legal definitions legislative bills are cited with emphasis on Senate Bill 157 which combined previous statutes and provided a reimbursement formula not necessarily based on a specific handicap. Among findings noted are that there is a lack of a clear statement of the purpose and objectives of State grants and that clarification is needed as to what costs are reimbursable. Recommendations include giving priority to identifying objectives of State financial participation and deciding whether to develop a procedure for auditing reimbursement claims or to abandon a funding policy based upon actual costs. It is noted that the two alternative reimbursement formulas are described in the complete report. (DB)

ED 135 180 EC 093 155
A Study of the Students and Programs Supported by General Fund Grants to School Districts for the Special Education of Handicapped Children. Final Report.

Arthur Young and Co., Portland, Oreg.; Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 76

Note—143p.; For the summary report, see EC 093 154

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Elementary Secondary Education, *Financial Policy, *Financial Support, *Handicapped Children, *State Aid, State Surveys
Identifiers—*Oregon

Presented is the final report of an Oregon study (for the 1975-77 biennium) to determine existing funding patterns for state special education programs and to suggest alternative formulas for state reimbursement of school district expenditures for handicapped children. After an introduction, major study findings (such as the need for clarification regarding reimbursable costs) are detailed. Discussed are the following study recommendations: the need to develop a procedure for auditing reimbursement claims, the need to adopt a cost concept and measurement technique which provides a more meaningful estimate of the excess cost of educating handicapped children, the need to identify specific purposes and objectives of state financial aid, and the development of financial and statistical record keeping procedures. Two alternative reimbursement formulas to replace the current formula are proposed, one of which is an excess cost approach, while the second approach (which is advocated) is based on actual costs incurred (assuming controls for reporting costs are established). The financial and statistical data on which the recommendations are based are included in a series of tables covering cost by type of handicap, costs for selected cost categories, costs and daily class hours per teacher by type of program, sources of funds, number of pupils and teachers by type of handicap, and regular program data. Appended are forms for such calculations as claiming reimbursement for the education of handicapped children and determining indirect cost per pupil. (DB)

ED 135 181 EC 093 156

H.R. 1986: A Bill to Amend the Education of the Handicapped Act to Provide Tutorial and Related Instructional Services for Homebound Children Through the Employment of College Students, Particularly Veterans, and Other Students Who Themselves are Handicapped.

Congress of the U.S., Washington, D.C. House.

Pub Date 17 Jan 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cross Age Teaching, *Federal Legislation, Handicapped, *Handicapped Children, *Homebound Children, *Home Instruction, *Tutoring

Identifiers—*Education of the Handicapped Act

Presented is the text of House of Representatives Bill 1986, a bill to amend the Education of the Handicapped Act to provide tutorial and related instructional services for homebound children through the employment of college students, particularly veterans and other students who themselves are handicapped. Described are requirements of local and state educational agencies in proposing and requesting federal assistance for a tutorial instructional assistance program. Principles for determining state allotments are described. (DB)

ED 135 182 EC 093 157
Comprehensive Emergency Services. Final Report.

National Center for Comprehensive Emergency Services, Nashville, Tenn.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 30 Jun 76

Contract—HEW-OS-75-160

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agencies, Child Abuse, *Delivery Systems, *Disadvantaged Youth, *Emergency Programs, Exceptional Child Services, *Family Problems, Program Descriptions, *Social Services

Identifiers—Final Reports, Neglected Children, Tennessee

Presented is the final report of the National Comprehensive Emergency Services (CEC) Center in Tennessee, designed to disseminate information about CES and provide technical assistance to other communities which will assist in the development of CES systems for providing improved services for abused, neglected, and dependent children and their families in a crisis situation. Described are such major activities for the fiscal year 1975-76 as devising and distributing materials (including a community guide and a training guide), carrying out technical assistance visits in 31 states, planning and conducting site visits, answering information requests and distributing materials and information to all states, and participating in related activities. Background information on prior activities for the fiscal year 1974-75 is provided on all phases of the Center activities. Appended materials include listings of the regions provided with technical assistance or site visits, and a list of professional meetings in which CES staff participated. (IM)

ED 135 183 EC 093 158
O'Brien, Rosemary, Comp.

Alive...Aware...A Person: A Developmental Model for Early Childhood Services with Special Definition for Visually Impaired Children and Their Parents. (Includes Addendum I: Assessment Activities and Achievement Criteria).

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—521p.

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Cognitive Development, Conceptual Schemes, Early Childhood Education, Exceptional Child Research, Identification, Instructional Materials, *Intervention, *Language Development, Literature Reviews, Models, Motor Development, Perceptual Development, Performance Tests, *Program Descriptions, Program Planning, *Resource Guides, Social Development, *Student Evaluation, Theories, *Visually Handicapped

Identifiers—Maryland (Montgomery County), Parent Resources

Provided is a manual describing a model for early childhood services for visually impaired children (birth to school readiness) developed in Montgomery County, Maryland; presenting the philosophical framework from which the services were developed; and providing some field-tested strategies for intervention with the children and their families. Section I describes how the model was developed and funding obtained, with chapters 1 and 2 covering a statement of needs and objectives, design of the program, procedures, staffing patterns, and support requirements; and chapter 3 reviewing the pilot study and project validation. Reviewed in Section II is literature on the impact of blindness on family and child, theoretical approaches in early childhood education, and language development. Chapters are devoted to the methodology of the field testing

study, and the results and discussion of findings. Section III presents resource material to assist with assessment and program planning for teachers and others who provide early teaching and counseling services for children and their parents. Sections cover motor, language, sensory/perceptual, social awareness, and cognitive/creativity development. Tables and charts are provided throughout the text. Appended materials include lists of instructional materials and equipment and suggested resources, language evaluation scales, instructions for use of the eye report, and assessment activities and achievement criteria. (IM)

ED 135 184 EC 093 160
Nicholson, Charles L. Alcorn, Charles L.

Aptitudes, Vocational Interest Areas, and Stated Vocational Preferences for Mentally Retarded Adolescents.

Pub Date 22 Apr 75

Note—22p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (53rd, Los Angeles, California, April 21-25, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, *Educable Mentally Handicapped, Exceptional Child Research, Interviews, Mentally Handicapped, *Racial Differences, *Sex Differences, Standardized Tests, *Vocational Interests

With a sample of 168 educable mentally retarded adolescents, the authors used an interview technique and a battery of standardized instruments to ascertain sex and racial differences. Significant sex and/or racial differences were found in vocational interest areas, motor skills, achievement levels, and mechanical aptitude. Recommended were picture-type vocational interest measures and prevocational as well as realistic vocational counseling. (Author)

ED 135 185 EC 093 161
Jones, Robert Y.

Work Evaluation Materials of the Sarasota County Vocational Technical School Evaluation Program.

Sarasota County Vocational-Technical Center, Sarasota, Fla.

Pub Date 1 Jan 76

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Records (Forms), *Student Evaluation, *Vocational Education, Vocational Schools

Provided is a packet of the software currently being used by the Sarasota County Vocational-Technical School's Work Evaluation Program for clients which include students from all exceptionalities except gifted. Included are a work evaluation referral form; sample parent permission letters; work sample record; work sample aptitude summary sheet; coding for abbreviations of aptitudes; final evaluation laboratory report; memo on completion of work evaluation; outline of the computer program; Sarasota County Vocational-Technical School work sample norms as of January 7, 1976; aptitude norms, duties and responsibilities of the work evaluator, technical aides, student aide I, student aide II, and secretary; and an outline of the student evaluation and management system. (SBH)

ED 135 186 EC 093 162
Friedman, Paul, Ed. Beck, Ronna Lee, Ed.

Mental Retardation and the Law: A Report on Status of Current Court Cases.

President's Committee on Mental Retardation, Washington, D.C.

Report No—(OHD)-77-21012

Pub Date Jan 77

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Architectural Barriers, *Court Cases, Criminal Law, Education, Employment, *Legislation, *Mentally Handicapped, Placement, Sexuality, Therapy, Zoning

Included in the booklet on mental retardation and the law are reports on 11 new court cases and updated information on 35 court cases reported in previous issues. Court cases cover the following issues: architectural barriers, commitment, criminal law, education, employment, guardianship, protection from harm, sterilization, treatment, and zoning. Information on each cur-

rent case includes the state involved, the cases title, and a brief summary of the action. (SBH)

ED 135 187 EC 093 163

Calcasieu Parish Spark Program for Primary Gifted/Talented Students: Guidelines and Curriculum.

Calcasieu Parish School System, Lake Charles, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—221p.; Best Available Copy; For related information, see EC 093 164

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Activities, Community Role, *Curriculum Guides, *Gifted, Grade 1, Identification, Inservice Teacher Education, *Instructional Materials, Parent Role, Primary Grades, *Program Descriptions, Program Evaluation, Student Evaluation, Student Placement, *Talented Students

Identifiers—Louisiana (Calcasieu Parish)

Provided is information on the activities and curriculum of the SPARK (Seeking Purposeful, Analytic, Realistic Knowledge) Primary Gifted Program in Calcasieu Parish (Louisiana). The first major section of the document includes brief segments on the program's philosophy and rationale, definition of gifted and talented youth, identifying characteristics of giftedness, identification and placement, forms used for screening and placement, teacher questioning techniques, special features of the program, and schedule of classes. The bulk of the document is devoted to information (which includes purpose, suggested time, procedure, extended activity, and materials) on curriculum activities in the following areas: language arts, social science, math, science, music, and art. Also provided are a list of materials used in first grade gifted SPARK classes; information on inservice training, parental and community involvement, communication and dissemination, and evaluation; sample evaluation forms; and a table showing results from evaluation of program components. (SBH)

ED 135 188 EC 093 164

Calcasieu Parish Spark Program for Upper Elementary and Secondary Gifted/Talented Students: Guidelines and Curriculum.

Calcasieu Parish School System, Lake Charles, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—207p.; Best Available Copy; For related information, see EC 093 163

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Activities, Bibliographies, Community Role, Conceptual Schemes, *Curriculum Guides, Elementary Secondary Education, *Evaluation Methods, *Gifted, *Identification, Inservice Teacher Education, Instructional Materials, Models, Parent Role, *Program Descriptions, Program Evaluation, Resource Guides, Screening Tests, Student Evaluation, Student Placement, *Talented Students

Identifiers—Louisiana (Calcasieu Parish)

Described in the curriculum guide is the SPARK (Seeking Purposeful, Analytic, Realistic Knowledge) Program designed for gifted and talented students in grades 6-12 in Calcasieu Parish (Louisiana). In an introductory section, brief segments cover such program elements as background, philosophy, rationale, goals, teacher and student objectives, and grading. A daily log of activities is provided in a section on staff training. A third section includes information on identifying characteristics of giftedness, procedures for identification and placement of students; sample forms used for screening and placement; and a sample student interest inventory record. A section on differentiated curriculum and instruction includes information on the following: curriculum, B. Bloom's Sequential Classification of Question Cues, J. P. Guilford's Structure-of-Intellect Model, William's model for implementing cognitive-affective behaviors in the classroom, behavior strategies, teacher questioning techniques, special features of the program, resource people, inservice training, policies, parental and community involvement, and communication and dissemination. A large part of the above section is devoted to microcourses and ac-

tivities involving such areas as creative writing, logic reasoning, and research processes. Also provided are tables on and forms for program and student evaluation; professional bibliographies; and lists of films related to the gifted child, parent resources, resource people for gifted programs, gifted and talented consultants in state education agencies, and instructional materials. (SBH)

ED 135 189 EC 093 165

Lavin, Richard J. Sanders, Jean E.

Inservice Training for Professional Educators: A Case Study of a Program Implemented in the Region Served by the Merrimack Education Center.

Merrimack Education Center, Chelmsford, Mass.

Pub Date Jan 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Children, *Information Dissemination, *Inservice Teacher Education, Interagency Cooperation, *Program Development, *Resource Centers, Special Education Teachers, Teachers

Identifiers—Merrimack Education Center

Described is the implementation of an inservice training program (designed in response to Massachusetts legislation on special education) for teachers and administrators in schools served by the Merrimack Education Center. It is noted that the Center's purpose is to foster collaboration and provide support services for a group of 22 school systems in the most cost-effective manner possible. Discussed are various aspects of the program which include an annual needs assessment study in the communities served, fostering school personnel awareness of available resources, and evaluation of the program which involves measuring program effectiveness and obtaining feedback for future program design. (SBH)

ED 135 190 EC 093 166

Opdahl, Chris A. Whitehead, Jayme S.

Teaching Dressing Skills to a Blind Multihandicapped Six Year Old.

Pub Date May 76

Note—25p.; Paper presented at the Annual Convention of the Midwestern Association of Behavior Analysis (2nd, Chicago, Illinois, May 1, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Chaining, Blind, *Clothing, Elementary Education, Exceptional Child Research, Mentally Handicapped, *Multiply Handicapped, *Self Care Skills, Teaching Methods

A backward chaining procedure was used to train a 6-year-old blind, nonverbal, severely mentally retarded boy to dress himself. Trainers performed three types of procedures: no help, verbal instructions, and physical guidance and instructions. Results indicated that the procedure was successful in teaching the skills necessary for dressing, that generalization of skills occurred, and that followup data showed maintenance of dressing skills. (SBH)

ED 135 191 EC 093 167

Colarusso, Ronald P.

A Practicum-Based Teacher Training Program for Preschool Handicapped Children. Final Report. Georgia State Univ., Atlanta. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—H056055

Pub Date 30 Nov 75

Grant—OEG-0-72-4294(603)

Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Graduate Study, *Handicapped Children, Identification, Masters Degrees, Performance Based Teacher Education, *Practicums, Preschool Education, *Program Descriptions, Remedial Instruction, *Teacher Education

Described in the final report is a 3-year project which prepared 25 teachers at Master's degree level in a practicum based teacher training program for preschool handicapped children. Stressed are the program's objective of developing effective teachers able to cope with behavioral and educational problems irrespective of purported etiologies or administrative placements, the integration of course work and field

experience, and training in assessing relevant psychoeducational behavior and devising appropriate remedial interventions. Sections of the report cover the background of the study; methods (with information on such aspects as the trainees, the resource room model, and program implementation strategies); trainee evaluation; program evaluation; effect of program on public schools; and child progress. Evaluation data of students at the end of the program and 1 year later is given and appears to be very favorable. Appended are various forms used during the program. (DB)

ED 135 192 EC 093 168

Kanigher, Herbert

Everyday Enrichment for Gifted Children at Home and School.

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—100p.

Available from—James F. Cowan, E.D., Ventura County Superintendent of Schools Office, County Office Building, Ventura, California 93001 (\$3.75)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Art, Child Rearing, Elementary Secondary Education, *Enrichment Activities, Geography, *Gifted, Mathematics, Music, *Parent Role, Reading, Sciences

Identifiers—*Parent Resources

Intended for parents of gifted and talented children, the book provides enrichment suggestions in the areas of art, geography, reading and language, math, music, and science. It is emphasized that the activities should be relaxed and fun. Art activities include visits to see art, photography, trying various art techniques, and learning about the schools of art. Geography experiences are organized under headings such as the compass, three dimensional maps, topographical models, and planning a weekend trip. A large number of reading and language activities include sharing stories aloud, making book jackets, planning and performing a puppet show, collecting books, making a time line, and creative writing. Math projects described include kitchen mathematics, purchase of floor coverings, a bank account, the stock market, and probability. Such suggestions as learning to play a simple instrument and visiting musical performances are described in the section on music. A large section provides suggestions for science activities including plant experiments, use of a microscope, ecology, weather, machines, and space science. (DB)

ED 135 193 EC 093 169

Murphy, Harry J., Ed.

Proceedings of a Conference to Develop a Rationale for Higher Education for Deaf-Blind Persons.

California State Univ., Northridge. Center on Deafness.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conference Reports, *Deaf Blind, *Educational Needs, *Equal Education, *Higher Education, Multiply Handicapped

Presented are the proceedings of a 1975 conference on higher education for deaf blind persons which emphasized ways to raise the level of expectation that society and educators hold for the deaf blind. Noted are various communication methods used during the conference including platform interpreting (for the deaf) and the Tadoma method, fingerspelling into the hand, and use of the Braille typewriter for the deaf blind. Included are the texts of the opening address by R. Jones, and presentations with the following titles: "An Educational Bill of Rights for Deaf Blind Persons" (by F. Laski); "Strategies for Increasing Educational Opportunities for Deaf Blind Persons" (by R. Kinney); and "Personal Experiences of Deaf Blind Persons" (by R. Joy, Jr. and S. Ehrlich). Summarized are two group discussions on forces driving toward positive change and restraining forces. (DB)

ED 135 194

EC 093 170

Blea, William A., Comp.

Literature on the Deaf-Blind: An Annotated Bibliography.

California State Dept. of Education, Sacramento;
Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 76

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Books, Conference Reports, *Deaf Blind, Multiply Handicapped, Periodicals, Severely Handicapped

Provided is an annotated bibliography with approximately 350 entries relating to the education and training of deaf blind individuals. The booklet is divided into three parts: part one contains references to books published by, for and/or about the deaf blind over a period of more than 130 years; part two contains references to articles published between 1869 and 1970; and part three contains references to proceedings and reports of conferences and activities of groups (such as the American Association of Workers for the Blind). Entries are listed alphabetically by author and usually include such information as the title, publisher, publication date, page numbers, and a brief description. (SBH)

ED 135 195

EC 093 171

Rouin, Carole

Special Study Institute for Teachers of Deaf-Blind Multihandicapped Children.

California State Dept. of Education, Sacramento;
Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 76

Note—57p.; Proceedings (San Diego, California, August 25-28, 1974)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cognitive Development, Curriculum, *Deaf Blind, Educational Programs, *Educational Resources, Elementary Secondary Education, Exceptional Child Services, *Inservice Teacher Education, Institutes (Training Programs), Multiply Handicapped, Parent Role, Perceptual Motor Learning, Preschool Education, *Program Descriptions, *Regional Programs, Severely Handicapped, *Workshops

Presented are the proceedings of the 1974 Special Study Institute for Teachers of Deaf-Blind Multihandicapped Children designed to give teachers an overview of current activities in the southwestern region of the United States. Presentations are divided into four sections—planning, services to parents and professionals, services to deaf-blind children, and resources. Included are papers with the following titles: "The Deaf-Blind Category in the California Master Plan for Special Education" (C. Sevik), "Curriculum Improvement Committee" (J. Gillis), "Programs for the Deaf-Blind in 1980" (E. Lowell), "Leadership Training Program" (R. Jones), "Summer Workshop" (E. Lowell), "Parents' Summer Workshop" (E. Greenleaf), "Project Spin-Off" (J. Miller), "John Tracy Clinic Fullerton Program" (J. Cecchini), "Summer Camp for Deaf-Blind Persons" (S. Hansen), "Vocational Training Program at the California School for the Blind" (C. Zemalis), "Extended School and Hospital Programs" (J. Fields), "Preschool Correspondence Course" (C. Brisco), "Handbook for Residential Personnel—Services to Deaf-Blind Children" (C. Rouin), "Information and Resource Packet" (M. Dryden), "Project Search" (V. McDonald), "Educational Assessment of Deaf-Blind Children" (L. Jenkins), and "Relevance of Sensory Motor Activities and Perceptual Training in Intellectual Development" (C. Groves). (SBH)

ED 135 196

EC 093 172

Rouin, Carole

The Roles of Parents, Teachers, and Administrators in Programs for the Deaf-Blind.

California State Dept. of Education, Sacramento;
Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Center and Services for Deaf-Blind Children.

Pub Date 76

Note—69p.; Proceedings of a special study institute (San Jose, California, August 24-29, 1975); Institute Theme: "Build Up - Don't Tear Down"

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Role, Child Advocacy, *Deaf Blind, Elementary Secondary Education, Inservice Teacher Education, Institutes (Training Programs), *Legislation, Multiply Handicapped, Nutrition, *Parent Role, Policy Formation, Recreation, Severely Handicapped, *Teacher Role, Teaching Methods, Vocational Rehabilitation

Presented are the proceedings of a 1975 special study institute for parents, teachers, and administrators in programs for the deaf-blind. Entries are divided into two sections—institute for parents and institute for teachers and administrators—and include the following titles: "Legal Rights and Advocacy for the Deaf-Blind" (F. Laski), "Political and Practical Dynamics" (J. Pernick), "The Role Parents Play in Policy Making" (B. Griffing), "How to Influence the Legislative Process" (B. Pollack), "High School Classes for the Deaf-Blind" (J. Vlachos), "Continuing and Higher Education Possibilities for the Deaf-Blind" (E. Sanders), "Personal Approach to Teaching and Learning" (A. Combs), "Handicaps and the Human Agenda" (R. Gorney), "Constructing a Total Commitment to Deaf-Blind Children" (L. Finkle), "A Psychohistorical Perspective on Multihandicapped Children" (E. Marvick), "Community Recreation for the Handicapped" (C. Dougherty), "Planning for Nutrition of the Handicapped Child" (P. Pipes), and "Vocational Rehabilitation for the Deaf-Blind" (N. Tedder). Appended are brief papers on how the legislative process works and how to work on legislation. (SBH)

ED 135 197

EC 093 173

Rouin, Carole

Rubella Deaf-Blind Child: Implications of Psychological Assessment. Proceedings.

California State Dept. of Education, Sacramento;
Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Blind, Conference Reports, *Deaf, *Deaf Blind, *Evaluation Methods, Multiply Handicapped, Rubella, Severely Handicapped, *Student Evaluation, *Testing

Presented are proceedings of a conference involving authorities in testing and evaluating the blind, deaf, and deaf-blind. In a paper titled "Psychological Implications of Assessing the Deaf", C. Goetinger discusses references used in audiology, anatomy and physiology of the ear, degrees of hearing impairment, and implications of the various degrees of hypacusis. Several tests useful for evaluating the visually handicapped child are reviewed in C. Davis's article, "Psychological Aspects Related to Psycho-Diagnostic Evaluation of Blind Children". C. Whiting provides guidelines for report writing in "Assessment of the Deaf-Blind Child in the Public School". In "The Psychological Implications of Testing—A Cautionary Note", E. Greenleaf warns against quoting test results which label the deaf-blind child as retarded. A final paper titled "Psychological Implications of Assessing the Deaf-Blind" (by F. Jamieson) reviews such evaluation techniques as formal tests, informal tests, and observation. Also provided are an outline on areas of assessment and a resource list of tests for use with deaf-blind children. (SBH)

ED 135 198

EC 093 174

Rouin, Carole

The Media As an Instructional Aid with the Deaf-Blind. Proceedings.

California State Dept. of Education, Sacramento;
Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 76

Note—30p.; Proceedings of a national workshop (December 10-12, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conference Reports, *Copyrights, *Deaf Blind, Elementary Secondary Education, *Instructional Media, Multiply Handicapped, Severely Handicapped, Workshops

Presented are the proceedings of a national workshop, titled "Media as an Instructional Aid with the Deaf-Blind", designed to introduce new ideas, techniques, and approaches to media production methods for the deaf-blind and to examine copyright laws as they pertain to reproduction of materials for educational use. Entries by media personnel currently involved in producing materials for deaf-blind educational programs include the following titles: "To Tinker or Not to Tinker" (a discussion on whether or not to use videotape) by P. Utz, "Audio Reproductions in Media" by B. Fletcher, "Documentary Production" by D. Barclay, "Video Production in Media" by T. Smith and H. Story, "How to Conduct a Workshop in Preparing 'Hands-On' Materials for Deaf-Blind Children" by M. Tarling, "Copyright Law and How It Pertains to and Affects Media in Education" by G. Fuhrig, and "Copyright Permission—A Guide for Noncommercial Use from the Association of American Publishers". (SBH)

ED 135 199

EC 093 175

Franklin, Barbara

Inservice Training Program for Teachers and Aides of Deaf-Blind Children, Summer, 1975. Proceedings.

California State Dept. of Education, Sacramento;
Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.

Pub Date 76

Note—204p.; Proceedings (San Francisco State University, San Francisco, California, June 23 - August 1, 1975)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Auditory Evaluation, Child Development, Counseling, Curriculum, *Deaf Blind, Educational Trends, Elementary Secondary Education, *Inservice Education, Language Development, Mental Health, Motor Development, Multiply Handicapped, *Paraprofessional Personnel, Parent Role, Preschool Education, Prevocational Education, *Program Descriptions, Severely Handicapped, *Teacher Education, *Teaching Methods, Visually Handicapped Mobility

Identifiers—Total Communication (Handicapped)

Presented are notes taken from a 6-week inservice training program for 30 teachers and 30 paraprofessionals who work with deaf-blind children. Entries are divided into two sections—lectures and minicourses—and include the following titles: "Piaget" (V. Robinson), "Dichotic Listening—Research and Applications" (B. Franklin), "Curriculum Ideas and Care of the Hearing Aid" (M. Zuehlsoff), "Parent Effectiveness" (S. Mouchka), "Development of Prelanguage Skills of Deaf-Blind Children" (M. Zuehlsoff), "Language, Nature, and Early Acquisition" (J. Eisen), "Structured Natural Approach to Language" (E. Jackson), "The Ability to Communicate" (G. Attlewood), "Hearing Evaluation in a Program for Hearing-Impaired Infants and Young Children" (J. Lang), "The National Center for Deaf-Blind Youth and Adults" (V. Schiller), "Living Skills Center for the Blind" (P. Hatten), "California Industries for the Blind, Inc." (L. Walker), "The George Miller Jr. West Multipurpose Center" (M. Greeley), "Mental Health Services for the Deaf" (K. Meadow), "The Teacher and the Researcher" (G. Abel), "National Trends and Priorities in Special Education" (P. Burke), "Closing Remarks" (J. Coker), "Prevocational Training" (C. Zemalis, et al.), "Cerebral Palsy, Motor Development, Recreation, and Leisure Activities" (M. Brown and S. Ruder), "Total Communication" (A. Towner), "Techniques of Counseling" (F. Dew), "Atypical Development" (C. Groves), and "Orientation and Mobility for Blind Children" (B. Wurzbarger and R. Richards). (SBH)

ED 135 200

EC 093 176

Rouin, Carole

The Deaf-Blind Child and the Vocational Rehabilitation Counselor.

California State Dept. of Education, Sacramento;
Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children. Pub Date 76

Note—23p.; Proceedings of a conference (San Diego, California, October 15-17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Agencies (Public), *Counselor Role, *Deaf Blind, Interagency Cooperation, Multiply Handicapped, Post Secondary Education, Prevocational Education, Secondary Education, Severely Handicapped, *Vocational Rehabilitation

Provided are four papers from a national conference, titled "The Deaf-Blind Child and the Vocational Rehabilitation Counselor", designed to identify and present possible solutions to some of the problems facing the deaf-blind child as he or she matures and moves from a basic educational setting into the realm of the vocational counselor. Entries include the following titles: "Vocational Education and the Future of the Deaf-Blind" (R. Smithdas), "Public Agencies Working Cooperatively to Serve the Deaf-Blind" (F. Hughston), "Prevocational Planning for the Deaf-Blind in the Northwest Region" (L. Hagmeier), and "Overview of the Deaf-Blind Vocational Training Program" (J. English). Also provided are tables on barriers to the provision of continuous services in six states and results of a deaf-blind service providers inventory. (SBH)

ED 135 201 EC 093 177

Rouin, Carole

The Deaf-Blind Child and the Nutritionist, the Social Worker, and the Public Health Nurse. Proceedings.

California State Dept. of Education, Sacramento; Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children. Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conference Reports, *Deaf Blind, Elementary Secondary Education, Health Personnel, Multiply Handicapped, Nurses, *Nutrition, *Parent Role, Preschool Education, Severely Handicapped, Social Workers, *Teacher Role

Intended for parents and educators, the conference proceedings focus on the influence of the nutritionist, social worker, and public health nurse on the feeding of the deaf-blind child. Included are entries with the following titles: "Improving Nutrient Supply for Deaf-Blind Children" (J. Hefley), "Nutritional Care for the Handicapped" (M. Chetty), "Caring for the Deaf-Blind Child—Its Effects and Implications for Parents and Professionals" (M. Yu), and "The Deaf-Blind Child and the Special Nurse" (J. Horsley). (SBH)

FL

ED 135 202 FL 007 996

Tonkin, Humphrey

Introduction to Esperanto Studies. Esperanto Documents, New Series, Number 6A (1976).

Universal Esperanto Association, Rotterdam (Netherlands).

Pub Date 75

Note—17p.; Paper delivered at meeting of the Chicago Esperanto Society (Chicago, Illinois, March 1975)

Available from—Esperanto Book Service, P. O. Box 508, Burlingame, California (\$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Artificial Languages, International Relations, Language Attitudes, *Language Research, Language Role, Linguistic Theory, Literature, *Research Needs, Second Language Learning

Identifiers—*Esperanto

Relatively few studies have been made of the history of the international language Esperanto, although materials for its study are fairly complete. As a linguistic phenomenon, that is, a language in continuous use for almost a century but without national roots, it has also had little systematic study, though a considerable literature on the subject exists in Esperanto itself. There are now several native speakers of Esperanto,

who might merit special investigation. It would also be useful to have more extensive study of psychological and sociological aspects of the Esperanto speech community. Esperanto has an extensive literature, original and translated, little known by outside scholars. There is also a need for the study of Esperanto's practical application and its potential as a solution to international language problems. Some attention has been given to the pedagogy of Esperanto, but more work is needed. The language is seldom mentioned in major reference works or adequately represented in libraries, and for these reasons it is often overlooked by scholars. The largest collections of Esperanto materials are in London, Rotterdam and Vienna. (Author/CFM)

ED 135 203 FL 008 185

Sole, Yolanda Russinovich

Sociocultural Determinants of Symmetrical and Asymmetrical Address Forms in Spanish.

Pub Date 76

Note—23p.

Available from—Yolanda Russinovich Sole, Dept. of Spanish and Portuguese, University of Texas, Austin, Texas 78712

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communicative Competence (Languages), Cultural Awareness, Cultural Factors, Grammar, Language Instruction, Language Patterns, Language Proficiency, *Language Usage, Language Variation, *Pronouns, *Second Language Learning, Semantics, Social Differences, Social Relations, *Sociocultural Patterns, Sociolinguistics, *Spanish

The most basic and simplest act of communicative competence in Spanish involves the appropriate decoding and selection of the pronominal address forms "tu" and "Usted." Their selection and semantic value are not, however, determined by linguistic criteria alone. Since "tu/Ud." mark the relative status of each speaker in a given context, their selection is primarily dependent upon sociocultural factors. If students of Spanish are to gain some insight into the distribution and potential value of each form, they must first be made aware of the factors that determine it. They may understand that "tu/Ud." mark the relative status of each speaker, that formal contexts may require a symmetrical "Ud.," and that symmetrical and asymmetrical uses are possible. But they must also realize that these concepts are relative to a given time and place and as such may be differentially elaborated and perceived from one setting to another. While the misuse or misreading of "tu" versus "Ud." may be inconsequential in classroom exchanges, in true interactions it may have considerable social repercussions. Although their basic value and usage can be taught by rule specification, their semantic polyvalence and social significance can only be apprehended by long and intense exposure to a Spanish-speaking setting rather than by formal training. (Author/CFM)

ED 135 204 FL 008 207

Leslie, Adrian R.

Quest for a Computerised Semantics.

Pub Date Apr 73

Note—181p.; Master's Thesis, University of Victoria

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Applied Linguistics, *Computational Linguistics, Computers, Computer Science, Deep Structure, *Dictionaries, Grammar, *Information Retrieval, Lexicography, Linguistic Theory, *Machine Translation, *Semantics, Statistics, Surface Structure, Syntax, Transformation Generative Grammar, Transformation Theory (Language)

The objective of this thesis was to colligate the various strands of research in the literature of computational linguistics that have to do with the computational treatment of semantic content so as to encode it into a computerized dictionary. In chapter 1 the course of mechanical translation (1947-1960) and quantitative linguistics is traced to demonstrate the limitations of computational linguistics without semantics. Chapter 2 covers linguistic research in the 1960's, which was essentially an offshoot of transformational grammar. In chapter 3, various classification schemes are examined as a body of experience from which to draw conclusions on the constraints to which the construction of a computerized dictionary is subject. Chapter 4 is a synthesis of all this data in the form of a model dictionary entry. In chapters

2 and 3 the approaches to semantics are of two types. In one, the semantic categories for each dictionary entry were in the form of unordered elements, and the means of applying them in text was placed within the realm of grammar. In the other type, syntagmatic relationships occurred between the encoded components of dictionary definitions just as they did between those of utterances in a text. The conclusion reached is that the latter type of approach provides firmer foundations upon which to set up a computerized dictionary, as it shows how information is structured in terms of its application in text. (Author)

ED 135 205 FL 008 251

Heaton, James

A Humanistic Approach to Quality in Media. Workshops in Teaching English as a Second Language, Vol. 10.

California Univ., Los Angeles. Dept. of English.

Pub Date Jun 76

Note—14p.

Available from—English as a Second Language, Dept. of English, University of California, 405 Hilgard Ave., Los Angeles, California 90024 (\$2.00 for the volume)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiovisual Aids, *English (Second Language), Film Production, Films, *Instructional Media, *Language Instruction, *Material Development, Media Technology, *Photography, Quality Control, Second Language Learning, Slides, Video Cassette Systems, Video Equipment, Video Tape Recordings, Visual Aids

Quality is seen as a primitive characteristic of media, but one that can be manipulated in various ways. Since media vary in their "relating power," that is, their ability to involve students, standards of quality also may vary in the ways certain production technique parameters, such as lighting, sound, and exposure, are manipulated. Some media, such as video, are seen as having great relating power, and yet these require careful technique in order to keep the medium's inherent characteristics from generating unintended "messages," which in many cases become distracting noise. Specific techniques for maintaining high quality and, thereby, high effectiveness in the media of video, audio, and photographic slides and prints are discussed. (Author/CFM)

ED 135 206 FL 008 271

Garcia-Zamor, Marie Birdsong, David

Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—32p.

Available from—Teachers of English to Speakers of Other Languages, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *English (Second Language), Language Instruction, *Language Proficiency, Language Skills, *Language Tests, Resource Materials, Second Language Learning, Student Evaluation, *Test Construction, Testing

This bibliography on testing in English as a second language (ESL) is divided into four sections. Section 1, Second Language Testing, includes texts and articles that treat the general and overall aspects of second language testing. Many of the theories, techniques, and tests discussed in these works also apply to ESL. The items in the second section, Testing Theory, provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas. Section 3, Test Design, contains items describing the construction of a prototype ESL test or related experimentation. Other items provide suggestions for the design and construction of tests. The final section, Tests and Test Assessments, contains descriptions of specific ESL test instruments and also includes evaluations of some tests. Most items in the bibliography were published after 1969. Each entry includes the date, the publisher or journal title, an annotation, and, where available, the ERIC ED number. (Author/CLK)

ED 135 207

FL 008 285

Racle, Gabriel, Ed.

A Teaching Experience with the Suggestopædic Method. Reports, Studies, Conferences: Round Table with Dr. Lozanov.

Public Service Commission of Canada, Ottawa (Ontario), Staff Development Branch.

Pub Date 75

Note—660p.

Available from—Supply and Services Canada, Editing Centre, Mail Order Division, Ottawa, Ontario K1A 0S9 (\$15.00 Canada, \$18.00 other)

Document Not Available from EDRS.

Descriptors—Adult Students, *Educational Innovation, Experimental Curriculum, *Experimental Programs, French, *Language Instruction, Language Programs, *Learning Theories, Psycholinguistics, *Second Language Learning, Teacher Education, *Teaching Methods

Identifiers—Bulgaria (Sofia), Canada, Suggestology, *Suggestopedia

Experimental courses in learning French were given to Anglophone public servants under the Lozanov method (suggestopedia) as adapted for use in a Canadian situational context. This book (an English-French bilingual edition) describes the introduction of suggestopedia to Canada and provides information on and clarification of the principles and applications of the method. A Canadian team attended a training period in Sofia in September 1972. The preparatory period consisted of both theoretical training on the basic principles of the method, given by Dr. Lozanov, and practical training in the form of observation of groups of students or participation in a course in Russian, given by a professor of the institute. During the actual training period members of the team used the method to teach French to three groups of Bulgarian students. The first experimental courses in Canada were held from March to May 1973 and were given to four groups of twelve students each. The results of this first experiment were satisfactory, and a second experiment on a much larger scale was carried out between January and June 1974, with 172 students enrolled in the French courses and 26 in English courses. The results showed that the experimental groups far surpassed the control groups in speaking and listening performance. (CFM)

ED 135 208

FL 008 305

Foreign Language Appreciation in Secondary Schools.

Baltimore County Board of Education, Towson, Md.

Pub Date Jul 75

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Audiovisual Aids, Classroom Materials, Cultural Awareness, Curriculum Guides, Educational Objectives, *French, Instructional Materials, *Language Instruction, Learning Activities, *Lesson Plans, Modern Language Curriculum, *Russian, Secondary Education, *Second Language Learning, *Spanish, Teacher Developed Materials, Teaching Guides

In order to generate student interest in the Foreign Language Appreciation program the teacher must provide varied, organized lesson plans. This booklet consists of fourteen sample lesson plans and supplemental material for use in the Spanish classroom, seven for French, and four for Russian. Each plan states the objectives of the lesson, the materials needed and the activities to be carried out. Although there are many more Spanish lesson plans, any one could be adapted for use in any foreign language classroom. Teachers should be flexible enough to adapt these plans to their classes, taking into account individual student differences. For the new foreign language student, the primary concern is exposure to learning activities and not necessarily mastery. (CFM)

ED 135 209

FL 008 330

Status Report on the Bilingual/Cross-Cultural Teacher Preparation and Training Act of 1973 to the California State Legislature.

California State Commission for Teacher Preparation and Licensing, Sacramento.

Pub Date Apr 76

Note—57p.; Best Copy Available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, Bilingual Teacher Aides, *Bilingual Teachers, Career Ladders, Career Planning, Community Colleges, *Educational Legislation, Federal Aid, Federal Legislation, Higher Education, In-service Teacher Education, Language Programs, Preservice Education, *State Legislation, *State Programs, *Teacher Education, Teacher Programs

This is the second annual report on the status of bilingual/cross-cultural teacher preparation in California. The intent of the legislation behind this effort is to increase the ranks of qualified and credentialed bilingual teachers to better serve public school bilingual programs. Following an introduction that gives the legislative background to the Commission's activities in this area, the following topics are dealt with: (1) bilingual/cross-cultural teacher preparation programs in California; (2) system of reporting to the Commission; (3) definitions of state programs, emphasis programs, specialist instruction programs, hard money and soft money; (4) status of emphasis programs; (5) status of specialist instruction programs; (6) federal-funded programs; and (7) activities of the Commission - program approvals, bilingual workshops, direct application, emergency credential, summary. The appendices include: (1) Senate Bill 1355 (Moscone) 1973; (2) a sample bilingual/cross-cultural career ladder program; (3) Commission Data Collection and Reporting Form 1975; (4) bilingual education programs in the California state university and colleges, 1975; (5) California community colleges with approved bilingual career ladder programs; (6) University of California Annual Report on Bilingual Program Activity in Compliance with Education Code Section 5768.2; and (7) California State University and Colleges Annual Report on Bilingual Program Activity in Compliance with Education Code Section 5768.2 (CFM)

ED 135 210

FL 008 346

Gardner, R. C. Smythe, P. C.

Role of Attitudes in Acquiring the Language of Another Ethnic Group. Research Bulletin No. 7. University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Report No—Res-Bull-7e

Pub Date Jul 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Aptitude, Anxiety, Bilingualism, English (Second Language), *Ethnic Groups, Ethnocentrism, French, *Language Attitudes, *Language Instruction, Language Proficiency, Language Skills, Parent Attitudes, Psycholinguistics, Secondary Education, Secondary School Students, *Second Language Learning, Second Languages, *Student Attitudes, *Student Motivation

After a brief review of the research concerned with the relationship between students' attitudes and second-language learning the present paper attempts to answer the question, "Do attitudes, in and of themselves, relate directly to second-language acquisition, or do they play an indirect role in providing a basis for the motivation to acquire a second language?" Data were collected from three different samples of 11th grade students. The first group is composed of Anglophone students studying French in a relatively monolingual setting, while the second group represents Anglophone students in a bilingual (English/French) setting, and the third group, Francophone students studying English in a bilingual (French/English) milieu. Measures of a number of attitudes, motivation, classroom anxiety, and language aptitude (I.Q. in the case of the Francophone sample) were subjected to a series of correlational analyses which also included five variables representing possible linguistic and non-linguistic outcomes of second language programs. Both first order and semi-partial correlations were used to demonstrate that the major role of attitudes in the process of second language acquisition appears to be one of providing support for the motivation required to sustain the student in formal second language programs. (Author)

ED 135 211

FL 008 347

Meyer, Peggy L.

Development of Distinctive Feature Theory.

Pub Date May 76

Note—64p.; B.A. Thesis, University of Virginia

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Consonants, *Distinctive Features, *Generative Phonology, Grammar, Language, Language Universals, *Linguistic Theory, Phonemes, Phonemics, Phonetic Analysis, *Phonetics, Phonological Units, *Phonology, Speech, Structural Linguistics, Transformational Generative Grammar, Vowels

Since the beginning of man's awareness of his language capabilities and language structure, he has assumed that speech is composed of discrete entities. The linguist attempts to establish a model of the workings of these distinctive sounds in a language. Utilizing an historical basis for discussion, this general survey of the distinctive feature principle illustrates the formation of the concept of these phonemic entities (the distinctive features) and their refinement and incorporation into structuralist and transformational-generative phonology. It is suggested that the development of the principle sheds light on the question of how a language utilizes sound matter, the adaptation and utilization of certain sounds in the workings of a language, as well as their representation in language models and theories. The phonological assumptions of Jakobson, Fant, Halle, Bloomfield, Chomsky, et al. are discussed in an attempt to understand the concept of "sounds" as utilized by linguistic theory since its origin as a modern-day science. (Author/CFM)

ED 135 212

FL 008 349

Wright, Andrew Betteridge, David

Writing a Foreign Language Course: One Project Team's Experience. ELT Documents (76/2).

British Council, London (England). English Teaching Information Centre.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Course Evaluation, *Curriculum Development, Curriculum Evaluation, Elementary Education, *English (Second Language), *Instructional Materials, *Language Instruction, Listening Comprehension, *Material Development, Second Language Learning, Teaching Guides, Visual Aids

This paper is intended to provide practical information to persons involved in developing foreign language curriculum materials. The paper describes the development of the Kaleidoscope course, a set of materials designed to cover two years of English at the elementary level. The set consists of a teacher's book, a pupil's picture book, a workbook, picture cards, flannelgraph, and tapes. The course was intended to produce: (1) a positive attitude towards English; (2) confidence and fluency within a modest range of spoken and written English; and (3) listening comprehension skills. The materials were developed over a period of three years: a year of preliminary drafting, a year of testing in schools in nine countries, and a final year of revision. Practical information is provided for all phases of the project, including such information as physical production of the components. (AM)

ED 135 213

FL 008 351

Salt, Alan

Gids and the Foreign Language Teacher: A Bibliography.

Pub Date Mar 77

Note—26p.; For related document, see FL 008 356

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Aids, Audiovisual Instruction, *Bibliographies, Films, Filmstrips, Illustrations, Instructional Aids, Instructional Materials, Instructional Media, *Language Instruction, Multimedia Instruction, Photocomposition, Photographs, *Photography, Second Language Learning, *Slides, *Visual Aids

This bibliography lists 275 items relating to the use of visual and audiovisual aids in the foreign language classroom. The items are entered under the following major headings: (1) Audiovisual Aids; (2) Photography; (3) Picture Composition; (4) Slides and Photographs for Teaching; and (5) Slides and Slide Shows: Production and Presentation. Entries are listed by author, followed by full bibliographical information. (AM)

ED 135 214

FL 008 358

Moisio, Risto Valento, Eero

Testing Finnish Schoolchildren's Learning of English Consonants. Jyväskylä Contrastive Studies, No. 3.

Jyväskylä Univ. (Finland).

Pub Date 76

Note—109p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
 Descriptors—*Consonants, *Contrastive Linguistics, Distinctive Features, *English (Second Language), Finnish, *Interference (Language Learning), Language Instruction, Language Proficiency, Language Tests, *Learning Difficulties, Listening Tests, Phonemes, Phonetics, Pronunciation, Pronunciation Instruction, Secondary Education, *Second Language Learning, Testing
 Identifiers—Finland

The present study deals with two language skills, listening and speaking, and it is limited to single consonant phonemes only. The purpose is to try to find answers to the following problems: (1) Which Finnish consonants are given as substitutes for English consonants by Finnish pupils who have no previous (or practically no previous) knowledge of English? (2) Which English consonants are difficult for Finnish-speaking pupils to learn? (3) Are the areas of difficulty predictable on the basis of a contrastive analysis? (4) Is there a change in the amount and type of learning problems between second formers and fifth formers in secondary school? (5) Can success in the production test be predicted from the listening test results? (6) Are certain background variables related to pupils' ability to discriminate, identify and produce English consonants? The Finnish and English consonant systems are compared on the basis of physical, relational and distributional differences. Substitution, discrimination, sound analogy, written analogy, and production tests were constructed and administered to secondary school students; the total number of subjects involved varied from 48 for the production test to 329 for the discrimination test. The results are given by research question, and sample tests are included in the appendices. (CFM)

ED 135 215 FL 008 360
 Smith, Philip D.

Shortwave Radio and the Foreign Language Classroom.

Pub Date Nov 76

Note—10p.; Paper presented at the American Council on the Teaching of Foreign Languages Conference (New Orleans, Louisiana, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Educational Radio, *Instructional Media, *Language Instruction, Learning Activities, *Listening Comprehension, Listening Skills, *Radio, *Second Language Learning, Teaching Methods

Identifiers—*Shortwave Radio

Recent interest may indicate increasing use of radio in foreign language learning despite some of the very realistic obstacles that face the beginner. Shortwave radio can be used imaginatively in a variety of ways, including: (1) increasing the reality, currency, and accuracy of listening comprehension skills; (2) actual communication with speakers of the target language; and (3) stimulating real interstudent communication in the target language. Some of the problems associated with the use of the shortwave radio in the foreign language classroom include: (1) the need for enough money to invest in quality equipment; (2) the need for classroom and non-classroom time; (3) unexpected problems such as differentiates between the skilled and the non-skilled listener, but this problem can be a valuable element in developing listening comprehension skills. An addendum describes the steps in obtaining an amateur license. One must: (1) pay an application fee; (2) pass a Morse Code test; and (3) pass a written test on radio theory and regulations. (AM)

ED 135 216 FL 008 362
 Dumas, Bethany K.

Male-Female Conversational Interaction Cues: Using Data from Dialect Surveys.

Pub Date 76

Note—16p.; Paper presented at Conference on the Sociology of the Languages of American Women (Las Cruces, New Mexico, January 17, 1976)

Available from—Linguistics, c/o Trinity University, San Antonio, Texas 78284 (\$5.00, as part of "The Sociology of the Languages of American Women," ed. Betty Lou Dubois and Isabel Crouch)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Females, Field Interviews, Human Relations, *Interaction, *Interviews, Language Research, Language Usage, *Language Vari-

tion, *Males, Regional Dialects, Social Class, Social Status, *Sociolinguistics, Womens Studies

Identifiers—Conversation

This paper discusses the issue of whether and how data from dialect surveys provide insights into women's language. The Linguistic Atlas projects of the United States and Canada, the Dictionary of American English project, the Arkansas Language Survey and smaller projects are considered; and it is stated that in order to get at conversational interaction, only interviews which are truly conversational in nature should be used. The research reported is based on twenty tapes made in Newton County, Arkansas in 1970, and specifically on interviews with two elderly married couples. The working hypotheses, similar to those of Hirschman (1972) and Eubanks (1975), are: (1) males talk more than females in conversational situations, (2) males tend to control conversations by signalling beginnings and ends of conversations, (3) males make more judgmental, analytical statements, (4) males and females signal their perceived roles by the use of standard and non-standard verbal forms, and (5) females make more rewarding and encouraging remarks, or show agreement or indecision. Results at this stage of the research indicate that rules for conversation in interview situations should be determined before differences on male-female conversational interaction cues are defined, since the interviewee's perception of his or her role in the interview as the primary or supplementary informant affects the interview, independent of sex. (CLK)

ED 135 217 FL 008 364
 Pack, Alice C., Ed.

TESL Reporter, Vol. 10, No. 1.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date 76

Note—17p.

Available from—Communication and Language Arts Division, Brigham Young University - Hawaii Campus, Laie, Oahu, Hawaii 96762

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Adult Literacy, Adult Students, Classroom Games, Educational Games, Elementary Education, *English (Second Language), *Instructional Aids, *Language Instruction, Navaho, Second Language Learning, *Teaching Methods, Typewriting, Vocal Music, Writing Skills

Identifiers—Dialogs (Language Learning), Songs

This issue contains the following articles: "ESOL - EIAL: A position paper on the teaching/learning of English as an International Auxiliary Language," by Larry E. Smith; "Teaching English through Songs and Games," by Patricia P. Realin; "ESL Adult Literacy: A New Use for Dialogues," by Jack Wigfield; "New ESL Songs," by Michael Miller, Peter Tovey, and Fetalima Tamasese; "Teaching Writing Skills to Adult Navajos," by Sally Currie; and "Incidental Learning via Pedagogic Dialogues," by Emilio G. Cortez. A review of the textbook "Learning to Type in English as a Second Language," by Alice C. Pack and Robert O. Joy, is also included. (CFM)

ED 135 218 FL 008 366
 Sheridan, Rita

Augmenting Reading Skills through Language Learning Transfer. FLES Latin Program Evaluation Reports, 1973-74, 1974-75, 1975-76.

Indianapolis Public Schools, Ind.

Pub Date 76

Note—27p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Classical Languages, Cultural Education, *Elementary Education, English, *Fles, Fles Programs, Humanities, Language Instruction, Language Programs, Language Skills, *Latin, *Program Evaluation, *Reading Skills, Vocabulary, Western Civilization

A project was begun in 1973 in the Indianapolis Public School system based on the hypothesis that English language skills and the control of syntactic structures can be measurably improved through participation in a specially designed Latin FLES program stressing the importance of Latin root words. Goals of the project were to assess whether or not the study of Latin and classical civilization will: (1) expand

the verbal functioning of sixth grade children in English, and (2) broaden their cultural horizons and stimulate an interest in humanities. The project was directed towards approximately 400 sixth graders in six schools, all studying Latin and classical civilization in a program coordinated with their regular classes. They received a thirty-minute lesson each day 5 days per week taught by a Latin specialist. The present program evaluation report shows overall gains in word knowledge, reading, language, spelling, math computation, math concepts, math problem solving, and social studies after the first year, and gains in spelling, reading, and math concepts following the second and third years of the program, as seen from results on subtests of the Metropolitan Achievement Test. Teachers' evaluation of the program were generally favorable. (CLK)

ED 135 219 FL 008 367
 Kunkle, John F., Ed.

Bilingual Education and FLES: Keeping the Child In Focus. A Report by the 1974 FLES and Bilingual Education Section of the American Association of Teachers of French.

American Association of Teachers of French.

Pub Date Dec 75

Note—78p.

Available from—MLA Publications Center, 62 Fifth Avenue, New York, New York 10011 (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Bilingual Education, Community Involvement, Curriculum Development, Disadvantaged Youth, Educational Policy, *Elementary Education, Elementary School Curriculum, *Fles, Fles Programs, Fles Teachers, *French, *Language Instruction, Language Programs, Parent Participation, Program Evaluation, *Second Language Learning
 Identifiers—Louisiana

This report presents eight articles dealing with several aspects of foreign languages in the elementary schools (FLES) and bilingual education. "Why? What? How?" by M. Woodruff presents a view of the present situation of and future potential for FLES in the U.S. In "Reaction to: 'Why? What? How?'" R. Brooks raises questions regarding FLES's needs and the influence of professional organizations in this area. "Prescription for FLES: Positive Action" by V. Gramer makes a case for action by FLES teachers to develop positive attitudes toward and high standards for FLES. "Three Myths that Almost Killed FLES" by P. P. Parent discusses FLES viewed in the context of the child's whole education. "FLES Can Be" by G. C. Lipton advocates a flexible approach to defining FLES programs. "FLES Supports Bilingual Education and Vice Versa in the Louisiana Experiment" by H. B. Dyess presents a history of FLES in Louisiana and its cooperation with bilingual education. "Community and Parent Involvement in Bilingual Education for the Disadvantaged" by C. Prudhomme discusses the needs and involvement of parents of disadvantaged children in bilingual education. "A Bilingual Program Grows Up" by J. McSpadden describes in allegory the 5-year growth of the Lafayette Parish Bilingual Program in Louisiana. A list of past chairmen of the National FLES Committee of the AATF completes the volume. (AM)

ED 135 220 FL 008 369
 Kess, Joseph F.

A Note on Nativism.

Pub Date 16 Oct 76

Note—19p.; Paper presented at the Annual

Western Conference on Linguistics (University of British Columbia, Vancouver, British Columbia, October 16, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior, *Child Language, Cognitive Development, *Cognitive Processes, Grammar, *Language Development, Language Universals, Learning Processes, Learning Theories, Linguistic Competence, Linguistic Performance, *Linguistic Theory, Neurolinguistics, *Psycholinguistics

If the question of what it is that is innate is simply left as some kind of human learning potential, this position, representative of the nativist philosophy, does not differ radically from that of behaviorists. The latter position holds that a human being starts out with a mind which is basically empty and receptive to, subject to, and

the natural product of experience. The nativist position holds that the mind is endowed with fixed learning principles which, in the case of language, predetermine the form of language learning. Argumentation in support of this position, which comes from Chomsky's speculations about what the nature of the human mind must be in order to acquire language, is examined. Four of Chomsky's basic claims are outlined and questioned: (1) human language is quite unlike all other forms of animal communication and possibly represents a case of evolutionary development for the human species; (2) the human organism brings to the language learning process a special set of processing principles which must be assumed to be innate; (3) language is represented in the genetic code; and (4) unique anatomical correlates are linked to unique language development in man. Little literature is devoted to what the actual processes and mechanisms of the hypothesized innate capacity of language learning are. (CLK)

ED 135 221

FL 008 371

Plewes, S. Frank

On the Morphology of Transitivity and Intransitivity in Czech Verbs.

Pub Date 29 Dec 75

Note—15p.; Paper presented at the National Meeting of the American Association of Teachers of Slavic and East European Languages (Chicago, Illinois, Dec 29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case (Grammar), Contrastive Linguistics, *Czech, Deep Structure, Descriptive Linguistics, Form Classes (Languages), Grammar, *Morphology (Languages), Russian, Semantics, *Sentence Structure, Slavic Languages, Surface Structure, Syntax, Transformational Generative Grammar, Transformations (Language), *Verbs

Identifiers—Intransitive Verbs, Transitive Verbs

This paper examines the formal means by which Czech distinguishes transitive and intransitive verbs, and specifically the role of the particle "se" in the process usually called "derived intransitivization." "Se" is shown to perform a number of functions which preclude its being called simply an "intransitivizing particle." By way of comparison, a study by Babby is cited which, using Russian data, transformationally introduces the intransitivizing particle "-sja" onto verbs whose object noun phrase has been proposed, deleted, or otherwise vacated. Parallel examples are drawn from Czech illustrating reflexive, passive, and middle voice constructions, and special attention is paid to middle voice forms in Czech which fail to introduce "se." Furthermore, examples of Czech active voice verbs using "se" which take apparent "direct" objects in the accusative case are discussed. The suggestion is made that in some cases there is competition between verbs occurring with the particle "se" and those taking "si" (the enclitic dative reflexive), and specifically that the presence of "se" (like "si") is sometimes felt as merely a modality element, a point of reference, or a means of emphasis. It is concluded that the sources for Czech "se" are more varied than those for Russian "-sja," and the attempt is made to describe some of these other sources. (Author/AM)

ED 135 222

FL 008 374

Lamendella, John T.

Maturational Stages in the Development of Communication Systems By the Child. San Jose State Occasional Papers in Linguistics, Vol. 1, November 1975.

San Jose State Univ., Calif.

Pub Date May 75

Note—9p.; Paper presented at the annual California Linguistics Association Conference (fifth, May 1975); the attachment may be difficult to read because the type is quite small.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Body Language, Child Development, *Child Language, *Communication (Thought Transfer), Developmental Stages, Growth Patterns, *Language Development, Linguistic Theory, Maturation, *Neurolinguistics, Neurological Organization, *Nonverbal Communication, Phonology, *Psycholinguistics, Verbal Communication

The prelinguistic child's attempts at communication cannot be viewed as rudimentary language. More than cataloguing overt acts, we need to un-

derstand the functional character of both language and non-language communication capabilities, and in particular the maturational stages of the internal communication systems that produce overt behavior in human beings. To describe the child's behavior without considering the nature and organization of the neural systems that produce the behavior is unreasonable. Above all, it must be realized that the child's observable behavior is only the tip of a neuropsychological iceberg. The conclusion that developmental stages are mere theoretical constructs, abstractions from a process that is actually continuous in nature, could only result from ignoring this fact. The forebrain limbic systems that became elaborated in primates constitute the primary level of human communication. The second arises at about 12 months in the form of neocortically based conceptual systems, including gestural behavior encoding components of propositional elements such as agent, patient, dative, etc., until recently largely ignored by psychologists. Only from about 20 months does the child use syntactical and morphological indicators to systematically encode components of the underlying conceptual message, and only at this point can the acquisition of a language system be said to have begun. (Author/AM)

ED 135 223

FL 008 378

Pierce, Sandra Bartolucci, Giampiero

A Syntactic Investigation of Verbal Autistic, Mentally Retarded, and Normal Children.

Pub Date 2 Oct 76

Note—32p.; Paper presented at the Annual Boston Conference on Language Development (First, Boston, Massachusetts, October 2, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autism, *Child Language, Grammar, *Language Development, Language Handicapped, Language Handicaps, Language Research, Language Tests, Mental Illness, *Mental Retardation, Psycholinguistics, *Retarded Speech Development, *Syntax, Transformational Generative Grammar, Verbal Development

The syndrome of childhood autism is typified by major abnormalities in language development, yet there are few systematic descriptions of autistic children's linguistic systems. This paper represents the beginning of a comprehensive investigation of the language of verbal autistic children and concentrates on comparing the syntax used by ten verbal autistic children matched for nonlinguistic mental age with a group of mentally retarded subjects and normal controls. Two different means of assessing syntactic development were utilized: Lee's developmental sentence analysis and Chomsky's transformational analysis. The autistic group was found to rank significantly lower than either the mentally retarded or the normal group in terms of Developmental Sentence Scores. When a transformational grammar was used to describe the language samples of our subjects, the autistic children were typified by a higher error rate and lower level of complexity compared to the other two groups. However, the results also indicate that the grammatical system of autistic children is rule-governed and probably not unlike that of young normal or retarded children. In conclusion, it appears that the syntactic abnormalities characteristic of autism are attributable to an extreme delay in language development as well as to an impaired ability to make use of linguistic rules. (Author/AM)

ED 135 224

FL 008 379

Horgan, Dianne

The Development of the Full Passive.

Pub Date 1 Oct 76

Note—37p.; Paper presented at the Boston University Conference on Language Development (Boston, Massachusetts, October 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Language, Grammar, *Language Development, Language Research, Learning Processes, *Psycholinguistics, Semantics, *Sentence Structure, *Syntax, Transformational Generative Grammar, *Transformations (Language), *Verbs

Identifiers—Passives (Verbs)

Spontaneous full passives and related constructions from 234 children aged 2;0 to 13;11 and elicited passives from 262 college students were analyzed. Full passives were classified as reversible (The dog was chased by the girl), instrumen-

tal non-reversible (The lamp was broken by [or with] the ball), or agentive non-reversible (The lamp was broken by the girl). The agentive non-reversible did not appear until after age 9; and until age 11, no child produced both reversible and non-reversible passives. All the children used the passive in a semantically restricted way, but not in the same way. The possible developmental course of the full passive was traced for children who initially used only reversible passives versus those who initially used only instrumental non-reversible passives. From this study, the following conclusions can be drawn: (1) language acquisition is not complete by middle childhood; (2) individual differences exist in language learning "strategies"; children use analogy to learn grammatical rules; (3) the relationship between comprehension and production is complex; and (4) the distinction between semantics and syntax is often arbitrary. (Author/AM)

ED 135 225

FL 008 381

Bilingual Multicultural Education.

National Education Association, Washington, D.C.

Pub Date Oct 76

Note—94p.

Available from—NEA Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, Connecticut 06516

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Teacher Aides, Bilingual Teachers, Curriculum Development, Directories, *Educational Legislation, Educational Policy, Elementary Secondary Education, *Federal Aid, Federal Programs, Higher Education, Language Instruction, *Language Programs, Program Guides, *Resource Materials, *State Programs, Teacher Education

This collection was prepared with the purpose of making National Education Association members more aware of the current issues and efforts in bilingual/multicultural education. It consists of an introduction by Carmel E. Sandoval and the following chapters: (1) "Bilingual Education in Public Law 93-380," by the U.S. Office of Education, Region VI; (2) "State Bilingual Education Programs: A New Front," by the National Conference of State Legislators; (3) "Outline for a Comprehensive Education Plan," by the Cultural Awareness Center and Trilingual Institute (CACTI) of the University of New Mexico; (4) "Background Leading to 'Lau vs. Nichols,'" by CACTI; (5) "CACTI Advisory/Evaluative Committee Directory and Activities"; (6) "ESAA Funding of Bilingual Programming," by the National Association of Educational Broadcasters; (7) "Bilingual Programs and Grants in Institutions of Higher Education," by the Dissemination and Assessment Center for Bilingual Education (DACBE); (8) "General Assistance Centers, Type A and Type B (Lau)"; (9) "A Selective Educational Bibliography of Information and Resources Useful in Bilingual/Multicultural Education," by the Southwest Bilingual Education Resource Center; (10) "Guide to Teacher Education Programs for Bilingual/Bicultural Education in U.S. Colleges and Universities," by DACBE. (CFM)

ED 135 226

FL 008 382

State Administration of Bilingual Education - Si o No?

California State Advisory Committee to the United States Commission on Civil Rights.

Pub Date Jun 76

Note—116p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, *Bilingual Students, Bilingual Teachers, Civil Rights Legislation, Educational Legislation, English (Second Language), Federal Legislation, Language Instruction, Language Programs, Non English Speaking, Program Administration, Program Evaluation, Second Language Learning, Spanish Speaking, *State Departments of Education, State Legislation, *State Programs

Identifiers—*California

This report was prepared for submission to the U.S. Commission on Civil Rights. It reviews the California State Department of Education's administration of state and federally funded bilingual programs and identifies specific Department policies and practices that may affect the success

of district-level programs for language-minority students. Following introductory and background material on the Advisory Committee, populations, programs and legislation, the bulk of the report deals with the following: (1) the California State Department of Education's monitoring responsibilities; (2) recent developments in the Department of Education; (3) impact of the legislature; (4) findings and conclusions; and (5) recommendations. The basic finding is that the Department of Education has failed to ensure that California's non- and limited-English-speaking students receive equal educational opportunities. The report offers 20 recommendations dealing with a survey of the population in question, services for the state's language-minority students, Department coordination and personnel, bilingual project onsite reviews, enforcement, and legislative review of the Department's administration. Three appendices provide relevant population and program data. (CFM)

ED 135 227

FL 008 383

Guitari, Jorge M.

Question of Language Loyalty. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 77

Grant—H-10953

Note—17p.; Paper presented at the special session on "Sociolinguistics and the Teaching of Modern Languages" at the annual meeting of the Modern Language Association (New York, New York, December 1976)

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, Educational Policy, English (Second Language), *Ethnic Groups, Group Unity, *Language Attitudes, Language Enrollment, *Language Instruction, *Language Planning, Language Role, Language Usage, Native Speakers, Non English Speaking, Second Language Learning, Second Languages, Sociolinguistics
Identifiers—Fishman (Joshua), *Language Loyalty, *Language Maintenance

This paper examines the question of language loyalty in the United States and explores the implications that the institutional teaching of modern languages may have for ethnic language maintenance. The education of United States ethnics has always resulted in the loss of the ethnic tongue as a resource. However, although negative attitudes toward ethnicity, on the part of both ethnics themselves and non-ethnics, have been diminishing, ethnic cultural recovery does not automatically imply mother tongue recovery. In the past foreign language departments have treated U.S. ethnic tongues only as foreign (or second) languages. They are prepared to attend to the needs of those ethnics who are English-speaking monolinguals and who want to acquire as a second language the tongue of their cultural group but not to the needs of ethnics who are either monolingual in the ethnic tongue or bilingual in any degree. If the U.S. were to adopt a language planning policy that had as its specific goal the maintenance and development of ethnic tongues, it could not turn for expertise to the modern language field. The methodology for teaching ethnic language arts is still in its infancy and there is no general movement on the part of conventional language departments to aid in its development. However, if some significant attitudinal and methodological changes were made, no place would be more adequate than a language department to train teachers in the language and culture of a group or to turn students into educated users of their own native language. (Author/CFM)

ED 135 228

FL 008 386

Oller, John W., Jr.

Self-Concept, Other Concept, and Attained Second Language Proficiency. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Dec 76

Grant—H-10953

Note—12p.; Paper presented at the special session on "Sociolinguistics and the Teaching of Modern Languages" at the annual meeting of the Modern Language Association (New York, New York, December 1976)

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Aptitude, Attitudes, *Individual Characteristics, Language Attitudes, Language Proficiency, Learning Motivation, Learning Theories, *Motivation, Personality, Positive Reinforcement, Psychological Patterns, Research Methodology, School Attitudes, *Second Language Learning, *Self Concept, Social Attitudes, *Student Attitudes, Student Motivation

A return to basic inductive research methods is recommended. Specifically, the scientific method of "strong inference" ought to be applied in attempts to prove hypotheses concerning the relationship that may exist between attitude variables and the learning of a second or foreign language. These hypotheses, drawn from the literature and discussed here, are: (1) the strength of the relationship between attitudes and achievement increases with increments of time; (2) the relationship becomes weaker under the same conditions; (3) the relationship tends to remain unchanged; (4) the relationship between attitude variables and variance in second language learning is quite strong; variance which could be accounted for by attitude variables might be above 25%; (5) the variance might be much less, below 10%; (6) the relationship may be substantially stronger in contexts where many opportunities to communicate with the target language group are available; (7) the more a learner is self-confident, extroverted, and friendly, the more rapid will be his progress and the higher his ultimate level of attainment of proficiency; (8) the direction of causation is from attitudes to learning and achievement; (9) high levels of attainment or rapid rates of learning may cause positive attitudes; (10) the direction of causation is both from attitudes to attainment and the reverse; (11) the relationship of attitudes and achievement will be the same in foreign and second language learning contexts; (12) the contrast will reveal a stronger relationship in foreign language contexts; and (13) an integrative orientation will produce more efficient learning and a higher level of attainment than an instrumental orientation. (Author/CFM)

ED 135 229

FL 008 387

English Language Teaching Profile: Belgium (Dutch Speaking).

British Council, London (England). English Teaching Information Centre.

Pub Date Oct 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Dutch, *Educational Policy, Elementary Secondary Education, *English (Second Language), English for Special Purposes, Foreign Countries, French, Higher Education, *Language Instruction, Language of Instruction, *Language Programs, Language Role, Language Teachers, Official Languages, *Second Language Learning, Teacher Education

Identifiers—*Belgium

This profile in outline form discusses the English language teaching situation in the Dutch-speaking and French-speaking areas of Belgium. The situation in the Dutch-speaking region, which includes Flanders and Brussels (the latter having both Dutch and French as official languages), is described in terms of the extent of English instruction available to elementary and secondary students and adults, curriculum, English for Special Purposes, the teaching cadre and teacher training, teaching materials, the teaching of English outside the educational system, and British support for the teaching of English. The post-primary educational system of Wallonia (the French-speaking region) is described, and the English program within this system is briefly discussed, including consideration of the teaching staff and use of audiovisual materials. The program at one particular high-school, Athene Royal Liege, is outlined. (CLK)

ED 135 230

FL 008 388

McDonald, Geraldine

An Examination of the Validity of a Componential Analysis as a Guide to Semantic Acquisition.

Pub Date Aug 76

Note—17p.; Paper presented at the New Zealand Linguistics Conference (1st, University of Auckland, Auckland, New Zealand, August 25-28, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjectives, *Child Language, *Cognitive Development, Cognitive Processes, *Componential Analysis, Comprehension, Distinctive Features, *Language Development, Language Research, Models, Perceptual Development, Psycholinguistics, *Semantics, Vocabulary

Identifiers—*Semantic Acquisition

The idea of semantic features has taken some force within psychology and a number of research workers have suggested that semantic acquisition is, in some manner, determined by semantic components. This notion has come to be called the "semantic feature hypothesis". An examination of the semantic feature hypothesis was made by testing 80 New Zealand children (40 Maori and 40 European), four years of age, for comprehension of the semantic components, as specified by Manfred Bierwisch, of a set of spatial adjectives. Results indicated that a componential analysis does not offer a valid model for the acquisition of either words or of word meaning. The problem would seem to be that it is impossible to derive a theory of semantic processing or of semantic acquisition solely from one level of analysis. The acquisition of the words of the spatial set (big - little, high - low, etc.) can best be dealt with by a multi-level model of processing which postulates as its elements verbal forms (signifiers), perceptual preferences, and cognitive operations. (Author)

ED 135 231

FL 008 391

Clement, R. And Others

Attitudes and Motivation in Second Language Acquisition: An Investigation of Ontario Francophones. Working Papers on Bilingualism, No. 12.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date Jan 77

Note—23p.; For related documents, see FL 008 392-396

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Bilingualism, Bilingual Students, *English (Second Language), French, Language Attitudes, Language Instruction, *Language Proficiency, Language Skills, Native Speakers, Questionnaires, Secondary Education, Secondary School Students, *Second Language Learning, *Student Attitudes, *Student Motivation, *Test Reliability
Identifiers—Ontario

The purpose of this study was to evaluate the reliability of a motivational/attitudinal questionnaire developed for use with francophone students, and to assess the relation of attitudes and motivation to achievement in English. A secondary aim was to evaluate the relation of the context of second language acquisition to attitudes and achievement. The subjects in this study were 130 grade seven and eight students who were learning English as a second language. The results demonstrate that in general the attitudinal and motivational scales are reliable; that attitudes, anxiety and motivation are related to achievement in the second language; and that context of English acquisition has an effect on verbal English achievement but not on attitudes. (Author)

ED 135 232

FL 008 392

Chaudron, Craig

Teachers' Priorities in Correcting Learners' Errors in French Immersion Classes. Working Papers on Bilingualism, No. 12.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Jan 77

Note—25p.; For related documents, see FL 008 391-396

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, Classroom Environment, Classroom Research, Curriculum, English, *French, Interaction Process Analysis, Language Instruction, Language Skills, Language Teachers, Secondary Education, *Secondary School Students, *Second Language Learning, Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior

Identifiers—*Error Correction, *Immersion Programs

Observation and analysis of classroom interaction is used in a pilot study of Grade 8 and 9 French immersion programs to evaluate the relative importance placed by teachers on different student oral behaviors. The frequencies of teachers' corrections for different kinds of students' errors (in second language [L2] skills, subject matter knowledge, and classroom interaction) are seen to correspond in definite ways to the teachers' stated priorities. The learning of lesson content (in Mathematics, Science, History, Geography and French) is not subordinated to L2 acquisition. (Author)

ED 135 233

FL 008 393

Neufeld, Gerald G.

Language Learning Ability in Adults: A Study on the Acquisition of Prosodic and Articulatory Features. Working Papers on Bilingualism, No. 12.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date Jan 77

Note—17p.; For related documents, see FL 008 391-396

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acoustic Phonetics, *Adults, *Articulation (Speech), Child Language, Chinese, Distinctive Features, English, Eskimo Aleut Languages, Japanese, Language Proficiency, Language Research, Linguistic Theory, Native Speakers, Phonetics, *Phonology, *Psycholinguistics, *Second Language Learning, *Suprasegmentals

This paper reports on a study in which twenty young adults were tested for their ability to accurately reproduce the articulatory and prosodic features of three non-Indo-European languages in which they had received instruction. The first of two basic goals of this research was to test, at the purely phonetic level, the "critical period for language learning" hypothesis (Lenneberg, 1967). The second problem was to see if students could acquire the linguistic features associated with "language accent" with no reference to grammar or lexical meaning. Both questions are considered, with special attention to the concrete results of the study and to their implications. The final section of the paper includes a discussion of the acoustic image imprinting theory, which is the basis for the method used to teach phonetic material in this experiment. (Author)

ED 135 234

FL 008 394

Canale, Michael And Others

Aspects de l'usage de la préposition POUR en français ontarien: interference et/ou sur-généralisation? (Aspects of the Use of the Preposition POUR in Ontario French: Interference And/Or Overgeneralization?). Working Papers on Bilingualism, No. 12.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Nov 76

Note—19p.; For related documents, see FL 008 391-396; In French

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, Bilingual Students, Descriptive Linguistics, Dialect Studies, English, Form Classes (Languages), *French, Function Words, Generalization, Language Patterns, *Language Usage, *Language Variation, Linguistic Borrowing, Nonstandard Dialects, Regional Dialects, Verbs

Identifiers—Ontario French, *Prepositions

In this study, the use of the preposition "pour" (for) in Ontario French is analyzed: (1) in its use with the verb "payer" (to pay for), and (2) in its durative meaning. Data come from the written and spoken French of three groups of bilingual Franco-Ontarian students from the ninth and twelfth grade. In the written and spoken usage of these students, "pour" is used significantly differently than for a corresponding group of monolingual French speakers. A detailed analysis of the French prepositions "pour," "durant" (during), "pendant" (while), and the English preposition "for," reveals difficulty in determining whether the non-standard usage of the Franco-Ontarian students is due to interference from English or to an overgeneralization of French usage rules. (Author/CLK)

ED 135 235

FL 008 395

Schmidt, Richard W.

Sociolinguistic Variation and Language Transfer in Phonology. Working Papers on Bilingualism, No. 12.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Jan 77

Note—18p.; For related documents, see FL 008 391-396

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arabic, Contrastive Linguistics, *English (Second Language), *Interference (Language Learning), *Language Instruction, Language Usage, *Language Variation, Linguistic Borrowing, *Second Language Learning, Sociolinguistics

Identifiers—*Egyptian Arabic

This article investigates a specific foreign language (FL) learning problem, the substitution of /s,z/ for English unvoiced and voiced "th" by native speakers of Egyptian Arabic, and concludes that the facts are better explained in terms of language transfer than by an explanation in terms of inherent difficulty independent of native language. A careful contrastive analysis can make quite precise predictions about the substitution that is made, the learners who make such substitutions and the circumstances under which the substitution is most common. However, it is argued that for the present case a contrastive analysis of the conventional kind, comparing native and target language as static systems, is useless. What is required is a sociolinguistic analysis of the native language, as it is a pattern of sociolinguistic variation which is being transferred to English. (Author)

ED 135 236

FL 008 400

Manual for Indochinese Refugee Education 1976-1977.

Center for Applied Linguistics, Arlington, Va. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SRS-77-21237

Pub Date 76

Contract—OE-300-76-0022

Note—288p.

Available from—The National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Va. 22209 (free)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Age Grade Placement, Bibliographies, Bilingual Education, *Cross Cultural Studies, Cultural Awareness, Educational Administration, Elementary School Curriculum, *English (Second Language), High School Curriculum, Immigrants, *Indochinese, Instructional Materials, Language Instruction, Learning Difficulties, *Refugees, Resource Materials, Second Language Learning, Student Placement, Teaching Methods, Vietnamese

Identifiers—Names

This manual is intended to meet the needs of elementary and secondary school teachers and administrators across the United States who have been charged with the education of Vietnamese, Cambodian, Laotian and Tai Dam refugee students. There are five sections to the manual. The first, "Retrospective," covers basically what has happened in the education of refugee children during the 1975-76 school year. The second, "Administrative Considerations," deals with such

continuing problems as grade placement, school records, testing, etc. The third and largest section of the manual, "Language Considerations," is also the most comprehensive. It covers, in varying depths, all phases of language learning needs, with methods, techniques and materials for oral communication in English receiving the most attention. In the fourth section, "Cultural Considerations," the histories and value systems of the peoples of Vietnam, Cambodia, and Laos are discussed. The last section of "Appendices" is basically bibliographic in nature and is intended to give background information or lead the educator to further sources. (Author/CFM)

ED 135 237

FL 008 402

Cardenas, Jose A. And Others

Bilingual Education.

Intercultural Development Research Association, San Antonio, Tex.

Pub Date [75]

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, *Educational Policy, *Elementary Secondary Education, English (Second Language), Language Attitudes, Language Development, Language Instruction, *Language of Instruction, Language Proficiency, Language Skills, Language Tests, Language Variation, Native Speakers, Oral Communication, Second Language Learning, *Spanish, Spanish Speaking, Syntax, Teaching Methods, Test Construction

Seven articles are contained in this publication. "Bilingual Education vs. Segregation" and "Lau Remedies Outlined" are by Jose A. Cardenas. The former discusses the bilingual education paradox in situations where children are forced to forego the benefits of bilingual education because all instruction is in English, or are segregated in order to participate in a bilingual education program. Methodologies are outlined which would allow Spanish-speaking children to be taught in heterogeneous settings. In the latter, the four phases of the development of a compliance plan are outlined, and bilingual education at the secondary level is briefly discussed. "A Perspective of Oral Language Development in Federal Programs," by Kay Jagoda Caragone, contrasts ESL language development, oral language development in general, and oral language development in bilingual education. "PAL Measures Language Dominance" and "BSM Assesses Linguistic Proficiency in English/Spanish," by Sylvia Gil, discuss the goals, construction, administration, and scoring of the Primary Acquisition of Languages Oral Language Dominance Measure and the Bilingual Syntax Measure. "Appreciating Linguistic Varieties," by Nancy Flores, discusses socially stigmatized language varieties in terms of bilingual education. "Implementation of Innovations in Multicultural Education," by Blandina Cardenas, deals with the organizational and human relations needs of educational institutions implementing bilingual/multicultural education. (CLK)

ED 135 238

FL 008 403

Gold, Norman C.

Evaluation of Community Involvement in Curriculum Development in Bilingual Schools.

Pub Date Oct 76

Note—30p.; Paper presented at the Annual New York State English for Speakers of Other Languages/Bilingual Education Conference (sixth, Albany, New York, Oct. 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, *Bilingual Schools, *Community Involvement, *Curriculum Development, Evaluation Criteria, Evaluation Methods, Family School Relationship, Field Interviews, Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires

This paper reports on a project conducted in the Spring of 1975 which included field interviews and observations in ten bilingual education programs in Connecticut and Massachusetts. The purpose of the study was to gather data which would facilitate the preparation of a framework and an instrument for evaluating community involvement in curriculum development in bilingual schools. The paper presents a rationale for such involvement, describes barriers which must be overcome in order for such participation to take place, and suggests a framework for evaluation of

that involvement. Included as Appendix B is an "Interview Guide," which is seen as a possible facilitator for community organization as well as an instrument for data collection. A bibliographic essay completes the work. (Author/AM)

ED 135 239 FL 008 405

Charrow, Veda R. Charrow, Robert
Investigating Comprehension in Real World
Tasks: Understanding Jury Instructions.
Pub Date 29 Dec 76

Note—12p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Philadelphia, Pennsylvania, December 29, 1976)

Available from—Veda R. Charrow, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comprehension, *Court Litigation, Grammar, Language Patterns, Language Research, *Language Usage, Laws, Lawyers, Listening Comprehension, Oral Communication, *Semantics, *Sociolinguistics, *Syntax, Vocabulary

Identifiers—*Jury Instructions

This paper discusses the results of part of an ongoing project studying an aspect of real world language usage, the comprehension of standard jury instructions. Problems in the comprehension of these instructions include the memory load that they impose, the fact that most instructions are read only once, and the fact that instructions are written in legal language, with vocabulary, syntax and semantic usage unfamiliar to the average juror. The purpose of the study is to isolate the lexical, grammatical, semantic and pragmatic factors which impede comprehension. The study attempts to get at what jurors actually comprehend and remember when they hear a jury instruction, by having them paraphrase jury instructions. Thirty-five jurors called for jury duty in Prince George's County, Maryland, but who had as yet not served, were divided into four groups and presented on a one-to-one basis with three practice instructions and eleven test instructions. In addition, a type of phrase-structure analysis was used to break the instructions into their constituent meanings to isolate factors impeding comprehension. Results are given for two instructions; they reveal that comprehension difficulties do exist and that there are discrepancies between lawyers' and jurors' judgements of instruction difficulty. (CLK)

ED 135 240 FL 008 406

Payne, Jean W.
Latin Pilot Study. Final Report.
Alexandria City Schools, Va.
Pub Date 73
Note—410p.

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Classical Languages, *Elementary Education, *English, *Etymology, Fles Programs, Games, Instructional Materials, Language Instruction, Language Tests, *Latin, Morphology (Languages), Puzzles, *Reading Achievement, Reading Comprehension, Reading Instruction, *Reading Skills, Reading Speed, Resource Materials, Vocabulary, Word Recognition

A Latin Pilot Study was initiated by the Alexandria City Schools in the school year 1972-73 and continued in 1973-74 in an attempt to increase the English reading skills of elementary students. It was proposed that Latin instruction with strong emphasis on relating English words to their Latin roots and affixes would strengthen reading skills, in terms of speed, accuracy, word recognition, and comprehension. The pilot study was directed at fifth and sixth graders, and instruction was via audiolingual techniques with audiolingual-visual materials. Students were pre- and post-tested with the Science Research Associates Assessment Survey reading subtests, and with the vocabulary, comprehension, speed, and accuracy subtests of the Gates-MacGinitie Reading Tests and the Slosson Oral Reading Test. Statistical results do not justify the institution of a Latin curriculum in elementary schools for the express purpose of increasing English reading skills, although classroom teachers, principals, consultants and administrators found the pilot program effective. Curricular materials used in the pilot project, sample conversations, games, survey questionnaires, and a list of resource

materials follow the report. Curricular materials are divided into units, each including class activities, work sheets, games, puzzles, copies of transparencies, illustrations, and tests. (CLK)

ED 135 241 FL 008 407

Cazden, Courtney B. Leggett, Ellen L.
Culturally Responsive Education: A Response to LAU Remedies II.
Pub Date Dec 76
Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Biculturalism, *Bilingual Education, Bilingual Students, Classroom Participation, *Cognitive Style, Community Involvement, Cultural Education, Cultural Traits, Educational Improvement, *Evaluation Needs, Inservice Teacher Education, Interaction, Learning Modalities, Parent Participation, *Research Needs, *Sociocultural Patterns, Student Teacher Relationship

Four recommendations for research and educational policy to achieve culturally responsive education are made and discussed: (1) because children differ in sensory modality strength, and the learning of all children in bilingual-bicultural education schools may be depressed in overly verbal environments, all such schools should plan more multisensory instruction; (2) differences in field dependence-independence should be researched; (3) because classroom participation is an indicator of children's engagement and thereby of their learning, and also a valuable learning activity in itself in BBE programs, monitoring of that participation and subsequent planning for change where needed should become a part of formative evaluation procedures in all BBE schools. In a few communities, field research projects of a larger range should be supported, projects in which an ethnographer works with staff and community members on a specific diagnosis of incompatibilities between the interactional styles of community and school, and suggests directions for change and then helps to monitor the results; (4) all school systems should bring the invisible culture of the community into the school through parent participation, hiring and promotion of minority group personnel, and inservice training for the school staff. That inservice training should include both experiential and formal education components along the lines described in the Master Plan for San Francisco. (Author/CLK)

ED 135 242 FL 008 408

Wolfram, Walt
On the Relationship of Sociolinguistics and Speech Pathology.
Pub Date Dec 76

Note—27p.; Ann Taylor Huey Memorial Lecture Series, Northwestern University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Dialect Studies, Educational Testing, English, Language Attitudes, Language Research, *Nonstandard Dialects, Regional Dialects, Social Dialects, Sociocultural Patterns, *Sociolinguistics, *Speech Pathology, *Standardized Tests, Standard Spoken Usage, *Test Bias, Test Construction, *Testing, Testing Problems

The ways in which current studies in sociolinguistics relate to the field of speech pathology are discussed, with particular focus on the role of sociolinguistics in standardized testing. The content validity and criterion-related validity of standardized tests is considered. Disproportionate distribution of scores for particular cultural groups indicates bias in test materials, rather than significant differences in actual subject capability. Examination of the issue from a sociolinguistic perspective includes consideration of differences in linguistic forms which speakers may have as a part of their linguistic system, testing as a social situation, and task bias. A test user should know: (1) whether the test measures what it claims to measure; (2) what the assumptions underlying the testing task are; (3) what problems will be encountered by speakers of non-mainstream varieties of English and how to interpret results of such speakers; (4) how accessible information on individual test items is; and (5) what justifiable classifications and assessments can be made, given the tests' potential for sociolinguistic bias. The speech clinician should know the linguistic characteristics and the verbal styles and functions of local non-mainstream varieties, and should develop an awareness of the role of the speech pathologist in dealing with dialect differences. (CLK)

ED 135 243 FL 008 409

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction) Vol. 7, No. 4.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date 76

Note—147p.; In German

Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (15 German Marks)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Instruction, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 284 items in this issue appeared in 1975 and 1976 but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 135 244 FL 008 412

English Pronunciation Exercises for Speakers of Vietnamese. Adult Education Series No. 7. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date 77

Note—52p.

Available from—National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Adult Students, Contrastive Linguistics, *English (Second Language), *Indochinese, Instructional Materials, Interference (Language Learning), *Language Instruction, *Learning Difficulties, *Pronunciation, Pronunciation Instruction, Refugees, Second Language Learning, Teaching Guides, Teaching Methods, Tone Languages, *Vietnamese

The sound systems of Vietnamese and English have very little in common and therefore the Vietnamese learner of English will have great difficulty with pronunciation. This guide points out the specific problem areas and gives pronunciation exercises to deal with each problem. Twenty-eight pronunciation lessons are included, preceded by two prototype lessons. Each lesson is divided into three parts: (1) the pronunciation drill itself; (2) language notes, an explanation of the linguistic problem involved; and (3) teaching notes, suggestions for teaching strategies. The lessons are arranged, for the most part, in order of decreasing difficulty. The brief bibliography is a sampling of useful pronunciation materials for the ESL (English as a Second Language) teacher. (CFM)

ED 135 245 FL 008 415

Savignon, Sandra J.

Communicative Competence: Theory and Classroom Practice.

Pub Date 23 Apr 76

Note—23p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Detroit, Michigan, April 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Body Language, Classroom Communication, Classroom Games, *Communicative Competence (Languages), *Language Instruction, Language Teachers, Language Tests,

*Language Usage, Learning Activities, Nonverbal Communication, Role Playing, *Second Language Learning, Teacher Attitudes, Teaching Methods, *Verbal Communication

Within the framework of viewing communicative competence as a prerequisite to linguistic competence, rather than vice versa, this paper considers the following: (1) the nature of communicative competence; (2) the implications of communicative competence for second language teaching; and (3) ways in which the teacher can begin to make a foreign language program more meaningful. Communicative competence is defined as what native speakers know which enables them to interact effectively with each other. Implications for the language teacher include: (1) the need for tests which measure the ability to use language; (2) the irrelevancy of sequencing surface features; (3) the need for emphasis on non-linguistic aspects of communication; and (4) the need to re-examine attitudes toward students and language teaching. Practical suggestions for implementing communicative competence in the classroom include the use of spontaneous role-playing, discussions, games, radio, and the telephone. (AM)

ED 135 246

FL 008 416

Barker, Linda
Describing the Transitional Dialects of Second Language Learners.

Pub Date 76

Note—80p.; Master's Thesis; Paper presented at the Meeting of the New York State English to Speakers of Other Languages and Bilingual Educators Association (Albany, New York, October 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Cognitive Processes, Dialect Studies, *English (Second Language), *Language Instruction, Language Patterns, Language Research, Language Skills, *Language Usage, *Language Variation, *Learning Processes, Linguistic Theory, Negative Forms (Language), Psycholinguistics, *Second Language Learning, Syntax, Verbs

Identifiers—*Interlanguage

This paper reports an investigation into the transitional dialect spoken by learners in the process of learning a second language. Theories concerning the psychology of second language learning which have been hypothesized by a small number of people in the field are discussed. These theories were first reported on from Scotland and England and have recently made their way into American linguistic circles. A project is described in which the conversations of five second language learners who were studying English as a second language (ESL) at Bronx Community College in the summer of 1975 were taped, transcribed and analyzed. The learners' uses of "don't" as a generalized negating device are outlined. The results of an analysis of these learners' use of auxiliaries, negatives and question formation, along with a comparative study of the results of other researchers after studying these same three linguistic subsystems, conclude the study. (Author/CLK)

ED 135 247

FL 008 417

Davidson, David M.
Assessing Writing Ability of ESL College Freshmen.

Pub Date Oct 76

Note—31p.; Paper presented at a meeting of the New York State Teachers of English to Speakers of Other Languages (October 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Freshmen, *Composition Skills (Literary), *Diagnostic Tests, *English (Second Language), Higher Education, Language Instruction, Language Proficiency, *Language Tests, Second Language Learning, Sentence Structure, Structural Analysis, *Test Construction, Testing, Transformation Generative Grammar, Transformations (Language), *Writing Skills

Identifiers—Michigan Test of English Language Proficiency, Test of Ability to Subordinate

To help assess the writing ability of college freshmen studying English as a second language (ESL), this study was undertaken to identify particular structures of subordination associated with writing maturity and to develop a diagnostic instrument to test student control of those structures. Following sentence-generating principles of transformational grammar, the developed ex-

amination, entitled Test of Ability to Subordinate (TAS), offers test items in the form of pairs or triads of kernel or "core" sentences which students are asked to combine into one sentence by filling in missing words in a given sentence frame. The 50-item, limited-response examination was administered to a number of ESL college freshmen along with the Michigan Test of English Language Proficiency and a composition exercise. The TAS correlated .86 with scores on the Michigan Test and .74 with composition scores. The study suggests that: (1) certain structures of subordination appear to be critical elements of overall writing ability; (2) it is possible to construct valid objective tests which ask students to actively engage in writing sentences as well as in a cognitive process required in free writing; and (3) the ability to produce certain transformations through sentence combining is indicative of the ability to perform these transformations during the normal writing process. (Author)

ED 135 248

FL 008 418

Woodward, James De Santis, Susan
Negative Incorporation in French and American Sign Language.

Pub Date Dec 76

Grant—GS-31349; NS-10302-01; RO-21418-75-196; SOC-74-14724

Note—21p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Philadelphia, Pennsylvania, December 28-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American English, Creoles, Diachronic Linguistics, Distinctive Features, Females, *French, Grammar, Language Research, *Language Variation, Linguistic Theory, *Negative Forms (Language), Phonology, Semantics, *Sign Language, Sociolinguistics, *Verbs, Vocabulary

This paper examines negative incorporation in various lects of two historically related sign languages, French Sign Language and American Sign Language. Negative incorporation not only offers interesting insights into the structure of French and American Sign Language, but also into the descriptive and explanatory power of variation theory. By viewing negative incorporation in a dynamic framework, it is possible to describe the variable usage of it as a phonological process in French Sign Language and as a grammatical process in American Sign Language; to argue for possible early creolization in American Sign Language; to show the historical continuum between French Sign Language and American Sign Language, despite heavy restructuring; and to demonstrate the influences of social variables on language variation and change, especially illustrating the progressive role of women in sign language change and the conservative forces in French Sign Language as compared with American Sign Language. (Author/CLK)

ED 135 249

FL 008 419

MacWhinney, Brian Bates, Elizabeth
A Cross-Cultural Study of Child Discourse.

Pub Date 1 Oct 76

Note—39p.; Paper presented at the Boston University Child Language Conference (Boston, Massachusetts, October 1, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, *Child Language, *Communication (Thought Transfer), *Cross Cultural Studies, Deep Structure, Discourse Analysis, English, Hungarian, Italian, Language Development, *Language Research, *Language Usage, Linguistic Theory, Preschool Children, Psycholinguistics, Sentence Structure, Surface Structure

Identifiers—*Pragmatics (Language)

Children and adults speaking English, Hungarian, and Italian were asked to describe sets of pictures which manipulated the pragmatic category of givenness. The working hypothesis was that there exist rule-governed relations between the perception of certain categorical aspects of the communicative situation and the use of certain conventional linguistic devices. A set of predictions regarding the use of eight linguistic devices was derived from Prague School functionalist theory. The results indicated: (1) very early learning of the pragmatic function of the devices, (2) differentiation with age in the absolute level of use of the devices, (3) differences in the relations of the various devices to the manipulation of givenness, and (4) baseline effects in the use of the devices. (Author/CLK)

ED 135 250

FL 008 420

Stroinigg, Dieter

Counseling-Learning: A Practical Application in FL Learning.

Pub Date [75]

Note—11p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Environment, College Language Programs, Educational Counseling, Educational Psychology, *German, Higher Education, Intensive Language Courses, Language Experience Approach, *Language Instruction, Language Skills, *Psychological Patterns, *Second Language Learning, *Student Attitudes, Student Motivation, Tape Recordings, Teacher Role, *Teaching Methods

This paper describes a method of language teaching known as counseling-learning, which attends to the psychological and emotional needs of students. The traditional approach to language instruction has generally underestimated this aspect of learning and its importance. The counseling-learning method relies on untapped sources within the student as positive factors, including the innate desire to learn. The psychological blocks inherent in the authoritarian nature of the normal classroom situation are removed. Examples are drawn from an intensive summer German program offered at Miami University's branch campus in Luxembourg. Thirteen students had four contact hours of instruction daily, five days a week. The teaching method centers around the use of a tape recorder. Students begin recording themselves in the target language from the beginning of the course, and the recordings are used as instructional materials and as sources for grammar lessons. The role of the teacher is modified to that of a resource person who functions as a counselor. The student determines his own needs and thereby the pace and presentation of subject matter. Results showed the students' command of German after six weeks to be equal to, if not better than that of students completing a regular first-year university program. (CLK)

ED 135 251

FL 008 425

Scholes, Robert J. And Others

Comprehension of Double-Object Constructions by Hard-of-Hearing Subjects. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 1.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Apr 76

Note—14p.; For related document, see FL 008 426

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aurally Handicapped, Comprehension, Form Classes (Languages), *Hard of Hearing, Language Patterns, *Language Research, *Language Skills, Linguistic Theory, *Listening Comprehension, Nominals, Psycholinguistics, Sentence Structure, *Syntax, Verbs

Human beings who have been forced to acquire language through non-auditory modalities characteristically display an impoverished syntactic system. I.M. Schlessinger (1970) has shown, for example, that users of sign language have difficulty in communicating syntactic relations such as "subject of main verb," "object of the verb," and "indirect object." The major hypothesis under investigation in the study reported here is that a significant, though not total, congenital hearing impairment should result in an inability to handle complex aspects of syntax in the comprehension of sentences. Twenty hard-of-hearing children were used (13 males and 7 females, ages 9.5 to 19.4 years) all regular students in the Duval County, Florida, public school system. Each subject heard and saw twenty sentences, and was asked to point to one of four accompanying pictures which most accurately depicted the events described in a given sentence. Twenty trials were run at a single session for each subject. Results appear to verify the hypothesis, and it is further suggested that the hard-of-hearing language user may, perhaps in order to compensate for the syntactic deficit, rely heavily on probabilistic strategies in comprehension. (Author/CLK)

ED 135 252

FL 008 426

St. Clair, Robert

Interdisciplinary Aspects of Bilingual Education.

Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2., No. 1.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Apr 76

Note—8p.; For related document, see FL 008 425

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Ability, Applied Linguistics, *Bilingual Education, *Cognitive Processes, *Educational Psychology, Elementary Secondary Education, *Interdisciplinary Approach, Linguistics, Social Factors, *Social History, Social Mobility, Social Status, Sociocultural Patterns, Sociolinguistics

This paper discusses bilingual education and argues for an interdisciplinary approach to language-related problems. Linguists are becoming aware of the moral and social implications of their efforts in the field of bilingual education within the larger context of social engineering, and they need to explore language-related issues in a broader framework which necessarily transcends the confines of academic training. Bilingual education is not the domain of any particular discipline at the present time; rather it extends into cognitive psychology, educational linguistics, educational foundations, and social history. Some issues in these areas of scholarship are reviewed in general terms by way of introduction to non-linguistic solutions to language-related problems. The melting pot hypothesis, seen as favoring the biological and cultural amalgamation of northern Europeans in America to the exclusion of other groups, is discussed, as well as what is termed the myth of social mobility, whereby the public school system is seen as the basic instrument by which the working class can advance within the social structure of American life. Arguments to refute this myth are presented. A final issue concerns differences in cognitive styles among children, and resulting discrimination against non-mainstream children. (Author/CLK)

ED 135 253

FL 008 427

Dubois, Betty Lou

British-Tradition English in the American University.

Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Dec 76

Note—15p.; Paper presented at the Convention of the Modern Language Association (New York, New York, December 26-30, 1976); for related documents, see FL 008 428-430

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Ky. 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American English, *English (Second Language), *Foreign Students, Higher Education, Language Attitudes, *Language Instruction, Language of Instruction, Language Proficiency, Language Skills, Language Styles, *Language Variation, Morphology (Languages), Phonology, Pronunciation, Second Language Learning, Sociolinguistics, *Universities, Vocabulary, Writing Skills

This paper describes the English language problems encountered by foreign students at New Mexico State University, students whose previous educational experiences have included extensive use of British English. Specifically dealt with are West African students having lived in a situation where "transplanted English" was introduced by administrators and military men, but did not succeed in eradicating the preexisting languages of the territories in question. Following a discussion of the historical and educational background of New Mexico State University, the foreign student background is described, and features that characterize the varieties of English spoken by these students are listed. Since few foreign students succeed in regular freshman English composition courses, the university has a special English program. Admission and placement of foreign students is discussed, and comparison is made with courses in Spanish for native Spanish-speaking Americans. Three basic needs are

defined: (1) greater intelligibility in speech, (2) greater intelligibility in writing, and (3) a greater sociolinguistic range in terms of knowing the rules that govern interaction and conversation in American English. It is hoped that the existing English course for foreign students can be revised to meet these needs. (CLK)

ED 135 254

FL 008 428

Swacker, Marjorie

When [-Native] Is [-Favorable]. Lektos: Inter-

disciplinary Working Papers in Language Sciences, Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Dec 76

Note—5p.; Paper presented at the convention of the Modern Language Association (New York, New York, December 26-30, 1976). For related documents, see FL 008 427-430

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208 (\$2.00 for the issue)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American English, Communicative Competence (Languages), Dialect Studies, *English (Second Language), Instructional Materials, *Language Attitudes, *Language Instruction, Language Styles, Language Teachers, Language Usage, Language Variation, *Native Speakers, *Regional Dialects, *Second Language Learning, Sociolinguistics

This paper discusses the need for foreign language students to develop positive attitudes about regional and social dialect variation, while learning dialectal patterns that will best facilitate their widest acceptance into a community of target language speakers. The latter issue was tested in a study in which native speakers of American English rated voices according to personality traits. Two of the four diagnostic voices were native speakers of American English, one with no pronounced regional or class grammatical markers, the other with strong east-Texas pronunciation and accompanying grammatical markers. Two other voices were both native speakers of Jordanian Arabic, one devoid of American English regional markers and the other having them. By far the greatest number of negative evaluations went to the Jordanian Arabic speaker who used many American English regionalisms. In order to develop linguistically defensible attitudes in their students, language teachers must be familiar with regional markers. Methods to develop sensitivity to language variation include using novels and other popular reading materials, having the students bring their own examples, and having students paraphrase examples as an exercise in style-shifting. (Author/CLK)

ED 135 255

FL 008 429

Valdes-Fallis, Guadalupe

Language Development Versus the Teaching of the

Standard Language. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Dec 76

Note—14p.; Paper presented at the Convention of the Modern Language Association (New York, New York, December 26-30, 1976); for related documents, see FL 008 427-430

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, *Bilingual Students, Bilingual Teachers, English, *Language Development, *Language Instruction, Language Proficiency, Language Skills, Language Teachers, Language Usage, Language Variation, *Native Speakers, Oral Communication, Reading Skills, Regional Dialects, *Spanish, Standard Spoken Usage, Teacher Education, Writing Skills

This paper examines the problem of language development and language growth in the English-dominant Spanish-speaking student who intends to increase his total command of Spanish for the purpose of functioning in that language at a level equivalent to that of most educated Latin Americans. Observations are based on the experiences of English-dominant Spanish-speaking students wishing to pursue doctoral studies in bilingual education at a southwestern university. Two exist-

ing approaches in teaching ethnic students their mother tongue are discussed and compared: (1) the approach emphasizing the teaching of traditional grammar, and (2) the approach which teaches ethnic students the "standard" dialect of their mother tongue. These two methods are compared with a third, namely a total language development program, wherein attention is devoted to increasing oral command of the language, writing, composition, creative use of the language, reading skills, and exposure to topics and domains normally handled by the student in the dominant language. The linguistic characteristics of such English-dominant Spanish-speaking students are described. (Author/CLK)

ED 135 256

FL 008 430

Sole, Yolanda R.

Variantes morfosintacticas en el español de Tejas

(Morphosyntactic Variants in the Spanish of Texas).

Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Dec 76

Note—15p.; Paper presented at the Convention of the Modern Language Association (New York, New York, December 26-30, 1976). For related documents, see FL 008 427-429; In Spanish

Available from—University of Louisville Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208 (\$2.00 for the issue)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, *Bilingual Students, College Students, Consonants, Dialect Studies, English, Instructional Materials, Language Instruction, Language Research, *Language Variation, *Morphology (Languages), Native Speakers, Phonology, Regional Dialects, Second Language Learning, *Spanish, *Syntax, Teaching Methods, Verbs, Vowels

Foreign language teaching methodology is confronted with the problem of teaching Spanish to English-dominant native Spanish speakers. Linguistic documentation is lacking to accurately evaluate the linguistic competence of the bilingual student, documentation also useful in the preparation of adequate instructional materials. This paper describes some morphosyntactic variants in the Spanish of bilinguals in Texas, and compares these variants to equivalents in Latin American Spanish. Data for the study come from questionnaires administered to second- and third-generation Mexican-American university students, the focus being the morphosyntax of the verb phrase. Phonological variation, including vowel reduction, vowel alternation, consonant reduction, verbal inflection, and variation due to the influence of English, is discussed. Morphosyntactic variation includes reduction in the use of certain tenses and alternation between moods, and can be explained partially in terms of semantic and contextual factors. Phonological and morphological variation is the result of a simplification process eliminating non-meaningful distinctions or irregular forms. This process occurs where the pressure exerted by educational institutions and other cultural establishments making for linguistic homogeneity is absent. It is present also in some Latin American dialects of Spanish. Syntactic variation is due to a restructuring process in which the influence of English is clear. (CLK)

ED 135 257

FL 008 431

Bagnole, John W.

TEFL, Perceptions and the Arab World, with a Case Study of the University of Garyounis (Benghazi).

American Friends of the Middle East, Inc., Washington, D.C.

Report No.—AFME-OP-3

Pub Date Jan 77

Note—57p.

Available from—American Friends of the Middle East, Suite 100, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Arabic, *Arabs, Coeducation, Cultural Factors, Curriculum, *English (Second Language), *Foreign Culture, Interference (Language Learning), Language Attitudes, Language Instruction, Language Teachers, Lan-

guage Usage, Non Western Civilization, Second Language Learning, Sex Discrimination, *Sociocultural Patterns, Student Attitudes, *Teacher Attitudes, *Values
Identifiers—*Middle East

This paper prepares teachers of English as a foreign language for many of the conditions they will encounter while teaching in the Arab world. The general theme is that attitudes of understanding and tolerance can lead to substantive improvements in professional morale and classroom effectiveness. Emphasizing the different regional factors and cultural sources of many areas known to be problematic, the paper identifies and analyzes such attitudinal and perceptual concepts as time, "never-say-no-ism," expatriate feelings of temporariness and alienation, education as a perceived value, the image of teachers, and the role and image of women. Factors affecting linguistic pre-conditionings and their effects on teaching are evaluated as well. Drawing upon the accumulated and multi-national experiences of English teachers in Libya (case study), Egypt, Morocco, Tunisia, Algeria, Saudi Arabia, and other Arab countries, the paper also examines various practical aspects of teaching which include coeducation, familiarity with students, cheating, and the role of EFL in the curriculum. In addition, advice is provided for dealing with bureaucracies. Appended to the paper is a list of suggested readings which treat relevant linguistic and regional topics. (Author/CLK)

ED 135 258

FL 008 446

Jonz, Jon

Teacher's Guide for Poor Simpleton, MC Format.
Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Pub Date Apr 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, *Cloze Procedure, *English (Second Language), Error Analysis (Language), Item Analysis, *Language Tests, *Multiple Choice Tests, Spanish, Spanish Speaking, Teaching Guides, Test Construction, Testing, Testing Problems, *Test Interpretation, Vocabulary

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is a teacher's guide for "Poor Simpleton," a language test designed for students of English in bilingual programs. The guide explains the nature of the test, how to administer and score it, and how to analyze test results. The test is a modified version of the cloze procedure. Unlike most cloze tests, which are "open-ended," that is, there are no constraints on what the student restores to the text in each blank, this particular test offers the students a choice of four words for each blank. The prose passage used for this test is a translation of the Spanish story, "Pobre Innocente." A copy of the test itself is provided. (CFM)

ED 135 259

FL 008 447

Hendrickson, James M.

Goof Analysis for ESL Teachers.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, *Communicative Competence (Languages), *English (Second Language), *Error Analysis (Language), *Language Instruction, Language Proficiency, *Second Language Learning, Testing, Verbal Communication, Writing Skills

This paper presents and illustrates a technique for analyzing the communicative effect of errors produced in spoken and written communication samples by students of English as a second language (ESL). First, a method is demonstrated for eliciting a representative communication sample of a student's speech or writing, using pictorial stimuli. Second, a practical taxonomy is presented for classifying student errors in communicative and linguistic terms. Third, an actual written composition demonstrates step-by-step how to classify, code, and chart these errors systematically. Finally, suggestions indicate ways in which the ESL teacher can use error charts to obtain four different kinds of information about his students' spoken and written proficiency. (Author/AM)

ED 135 260

FL 008 448

Hendrickson, James M.

Error Analysis and Selective Correction in the Adult ESL Classroom: An Experiment.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, Communication Skills, *Communicative Competence (Languages), Composition Skills (Literary), *English (Second Language), *Error Analysis (Language), *Language Instruction, Language Proficiency, *Second Language Learning, Teaching Methods, Verbal Communication, Vocabulary, *Writing Skills

Identifiers—Error Correction

This study examined the most frequent communicative and linguistic errors made by 24 intermediate ESL students, and determined the effect of direct teacher correction upon these students' writing proficiency. Students were identified as having high or low communicative proficiency and were randomly assigned to one of two error correction treatments based on Burt and Kiparsky's global/local error distinction: correction of global errors only, or correction of global and local errors. Once a week for six consecutive weeks students wrote picture story descriptions in English and had their errors corrected according to assigned treatment. It was found that most communicative ("global") errors resulted from inadequate lexical knowledge, misuse of prepositions and pronouns, and seriously misspelled words. Most linguistic ("local") errors were caused by inappropriate lexical choice, misuse and omission of prepositions, misspelled words, lack of subject-verb agreement, and faulty word order. An analysis of variance revealed no significant differences in students' writing proficiency attributable to error correction treatment or to grouping according to communicative ability. (Author)

ED 135 261

FL 008 449

Feagin, Louise Crawford

Southern White English: The Changing Verb Phrase.

Pub Date 30 Dec 76

Note—16p.; Paper presented at the Linguistic Society of America Winter Meeting (Philadelphia, Pennsylvania, Dec., 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age, *American English, Descriptive Linguistics, *Dialect Studies, Interviews, Language Patterns, Language Research, *Language Variation, *Phrase Structure, *Regional Dialects, Social Influences, Sociolinguistics, Structural Analysis, *Verbs

Identifiers—*Alabama (Anniston)

In a sociolinguistic study of the verb phrase in Southern White English, a pattern of change in progress was observed. The 14 variables studied showed that certain variants were increasing, others decreasing, and yet others stable across time within the community, and that each variable's change was progressing in a wave sensitive to age, social class, sex, and rural/urban origins. It is possible that these apparent changes were a reflection of age grading, since there are no earlier records of speech in that community. However, the variants that are decreasing are all older forms of English than those which are increasing and are dying or nonexistent outside Southern White and Black English. This suggests that age grading is not the primary factor here, but rather language change moving through the community. The variables examined were the standard and nonstandard variants of NP plural agreement; plural "was," "is"; singular "don't"; irregular preterits and past participles; "ain't"; negative concord; passive "be" and "got"; perfective "done"; "a-verb-ing"; double modals; "liketa"; and negative inversion. The data base consisted of tape-recorded interviews with 65 natives of Anniston, Alabama, and nearby rural areas. The informants were teenagers and adults over 65 of the working and upper classes. (Author/AM)

HE

ED 135 262

HE 008 323

Hamilton, Jack A. And Others

Study Design and Analysis Plan. A Review of State Oversight in Postsecondary Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 29 Oct 76

Contract—300-76-0377

Note—65p.

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Consumer Protection, Federal Legislation, *Federal Programs, *Federal State Relationship, Government Role, Grants, Post Secondary Education, Program Administration, *State Action, State Agencies, *State Standards, *Student Financial Aid, Student Loan Programs, Work Study Programs

Identifiers—Basic Educational Opportunity Grants, College Work Study Program, Education Amendments 1972, Federally Insured Student Loan Program, Higher Education Act 1965, National Direct Student Loan Program, Supplemental Educational Opportunity Grants

During the past five years, postsecondary student assistance programs administered by the Office of Education have enabled an estimated nine million students to receive a postsecondary education who might otherwise have been unable to do so. These programs include the Federally Insured Student Loan program, the National Direct Student Loan program, the College Work-Study program, and the Basic and Supplemental Educational Opportunity programs, all established by Title IV of the Higher Education Act of 1965 as amended in 1972. Recently, the Federal government has favored a policy of increased reliance on state agencies to provide improved postsecondary student consumer protection in the operation of the financial aid programs (with regard to institutional practices and occasional instances of impropriety or educational malpractice). The major purpose of the study outlined will be to provide an accurate appraisal of the current status of state authorization and oversight of the programs, especially as these provide institutions with eligibility to participate in them. (Author/MSE)

ED 135 263

HE 008 344

Proprietary Schools in Connecticut Postsecondary Education. A Report to the Connecticut Commission for Higher Education by a Resource Group on Proprietary Schools in Connecticut Postsecondary Education.

Connecticut Commission for Higher Education, Hartford.

Pub Date Apr 75

Note—87p.

Available from—Connecticut Commission on Postsecondary Education, P.O. Box 1320, Hartford, Connecticut 06101 (Document No. 75-P-55(b)-016)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Accreditation (Institutions), Associate Degrees, *Cooperative Planning, Enrollment Influences, Higher Education, *Post Secondary Education, *Proprietary Schools, *State Boards of Education, State Legislation, *Statewide Planning, Student Financial Aid

Identifiers—*Connecticut

The Resource Group on Proprietary Schools in Connecticut Postsecondary Education, formed by the Connecticut Commission for Higher Education, studied the 50 private, profit-making schools licensed by the State Board of Education to give vocational instruction. The basis for recommendations made by the group was that proprietary schools be more closely integrated into the postsecondary education system to maximize choices for students and to use state expenditures more efficiently. The group's 14 specific recommendations are characterized by four stated needs: (1) to recognize the legitimacy of proprietary schools in higher education; (2) to maintain flexibility and responsiveness, the greatest strength of the proprietary sector; (3) to protect the autonomy of these schools; and (4) to insure equitable treatment of proprietary school students. Specific suggestions for the proprietary sector involve representation on the Commission for Higher Education, participation in program planning and coordination, a representative organization, contracts for student spaces, student financial assistance, an information system, provisions for degree-granting authority and for information dissemination, and creation of a master plan for the state. Pertinent public laws and organization bylaws are included in the appendices. (Author/MSE)

ED 135 264 HE 008 439
Guaranteed Student Loan Amendments of 1976.
 Ninety-fourth Congress, Second Session. Report
 No. 941232.
 Congress of the U.S., Washington, D.C. House.
 Pub Date 8 Jun 76
 Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—*Federal Legislation, *Federal Programs, *Higher Education, Information Needs, Institutional Role, Interest, Problems, State Agencies, State Government, *Student Financial Aid, *Student Loan Programs, Student Responsibility, Student Role

Identifiers—Bankruptcy, Defaulting, *Guaranteed Student Loan Program, *Higher Education Act

A report on the Guaranteed Student Loan Amendments (H.R. 14070) to Title IV of the Higher Education Act of 1965 considers the problems behind and implications of the loan program. Chief among the problems are the default rate, access to loans, the schools as lenders, and the role of the states in administering the program. Changes recommended include encouraging the states to establish loan agencies, limitations on the lending capacities of the schools, loan limits, interest benefit eligibility changes, default prevention measures, improved data collection, restrictions on setting the special allowance rates, and prevention of discharge of loan responsibility through student bankruptcy. A cost estimate is provided, as are the legislation text, explanations of the text, and opinions of individual legislators. (MSE)

ED 135 265 HE 008 482
 Fowler, William A.
The Triad is not Alive or Well.
 George Washington Univ., Washington, D.C. Inst.
 for Educational Leadership.
 Pub Date Jul 76

Note—13p.; Paper presented to the Keystone Staff Development Workshop for State Licensing/Approval Officials (Keystone, Colorado, July 18-23, 1976)

Available from—Institute for Educational Leadership, The George Washington Univ., 1001 Connecticut Ave., N.W., Suite 310, Washington, D.C. (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Accreditation (Institutions), Agency Role, Consumer Protection, Educational Improvement, Educational Legislation, *Federal Government, Federal State Relationship, *Governance, Government Role, *Higher Education, Legislation, Proprietary Schools, *Responsibility, State Action, *State Government, States Powers, State Standards

The triad or tripartite concept of school governance is a theory for the involvement of state, federal, and accrediting group oversight of schools. The author, who is the Executive Director of the National Home Study Council points to six problem areas in this theory of institutional regulation: (1) there is a lack of cooperation and communication among the three participants; (2) states are not taking full advantage of the accreditation mechanism; (3) many states do not have a clear understanding of the meaning of accreditation; (4) the states should look to accreditation groups for guidance and assistance; (5) the writing of new laws and regulations seems to take precedence over the enforcement of those already in existence; and (6) many states engage in counter-productive activities and become bogged down in rule writing and not issues. Several general suggestions that center on increased cooperation and communication are offered. (JMF)

ED 135 266 HE 008 483
 Millard, Richard M.
Postsecondary Education and "The Best Interests of the People of the States."
 George Washington Univ., Washington, D.C. Inst.
 for Educational Leadership.
 Spons Agency—Education Commission of the States, Denver, Colo.

Pub Date Jul 76
 Note—11p.; Paper presented to the Keystone Staff Development Workshop for State Licensing/Approval Officials (Keystone, Colorado, July 18-23, 1976)

Available from—Institute for Educational Leadership, The George Washington Univ., 1001 Connecticut Ave., N.W., Suite 310, Washington, D.C. (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accreditation (Institutions), Certification, *Consumer Protection, Educational Finance, Enrollment Trends, Federal Aid, *Higher Education, Post Secondary Education, *State Agencies, *State Legislation, State Licensing Boards, *State Standards, Statewide Planning

Identifiers—Education Amendments 1972

The Constitution mandates that the states take primary responsibility for education. Except for a few specialized institutions, such as the service academies, educational institutions have been chartered, incorporated, licensed and/or authorized to operate by the states. This historical relationship between the states and higher education is outlined. The regulatory function has varied among the states over the years. Regulatory legislation has been influenced by concern to protect citizens against submarginal and fraudulent operations; to protect the integrity of legitimate institutions; development of statewide planning, coordinating and governing boards of public higher education; the question of institutional eligibility of federal funding; increased awareness within the states of the problems growing out of student unrest, and the impact of non-traditional forms of education; the movement for consumer protection in postsecondary education; and the redefinition of the role of states brought about by the Education Amendments of 1972. The trend toward declining enrollments and the resultant competition for students as well as competition for increasingly scarce funds will necessitate new approaches toward regulation and authorization of institutions in the future. (JMF)

ED 135 267 HE 008 543
 Regionalism and State University of New York,
 1972-76.

Pub Date Jan 77

Note—27p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Consortia, Cooperative Planning, Cooperative Programs, Coordination, Educational Coordination, Educational Resources, *Higher Education, *Interinstitutional Cooperation, *Regional Cooperation, Regional Libraries, *Regional Planning, Regional Programs, Statewide Planning, *Surveys

Identifiers—*New York, *State University of New York, SUNY

The State University of New York comprises four formal coordinating areas for the development of regional contacts and interinstitutional and regional cooperation. The four coordinating areas have been operating since 1972 and the differing patterns of cooperation that have emerged are outlined as are the formal activities of each area. Only one of the four areas has been reasonably active in promoting regionalism with regular meetings, active groups in art and cultural affairs, instructional resources, Interuniversity Consortium for Political and Social Research, library, summer session, and alumni. A survey was conducted in the fall of 1975 of all state operated campuses and community colleges on the topic of regionalism. The usable responses indicated several general conclusions, which are analyzed: (1) some form of interinstitutional dialog is generally endorsed; (2) coordinating areas are preferred over interinstitutional cooperation, which is preferred over consortial contacts; (3) formal agreements for cooperation are differentiated from informal ones; (4) the extent of involvement with regional activities produces differentiated views about regional activities; (5) differences among types of colleges are not as strong as might have been expected; and (6) regionalism is generally supported throughout the state system, but not to the point where campuses are willing to devote resources that might otherwise be spent on campus activities. (JMF)

ED 135 268 HE 008 580
 Best, Fred Stern, Barry
Lifetime Distribution of Education, Work and Leisure: Research, Speculations and Policy Implications of Changing Life Patterns.
 George Washington Univ., Washington, D.C. Inst.
 for Educational Leadership.

Pub Date Dec 76

Note—65p.

Available from—Institute for Educational Leadership, The George Washington Univ., 1101 Connecticut Ave., N.W., Suite 310, Washington, D.C. (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Age Groups, Career Change, *Continuous Learning, Educational Alternatives, Educational Change, Educational Objectives, *Educational Opportunities, *Educational Policy, Educational Research, Educational Trends, *Higher Education, Learning Experience, Learning Processes, Leisure Time, Policy, *Program Coordination, Social Change, *Social Problems, Work Life Expectancy

The concept of lifelong learning is generally defined as the expansion of formal and informal education from the relatively exclusive life stage of youth and early adulthood. This presentation has two stated purposes: (1) to demonstrate that the success of current proposals for lifelong learning will be highly dependent on their integration with the institutions and human activities concerned with work and leisure; and (2) to outline and demonstrate a belief that progress is combating a wide range of interrelated social problems such as unemployment, over and under education, worker alienation, poverty, racism, sexism, forced retirement and institutional obsolescence will require integrated policies and programs and that the redistribution of education, work, and leisure throughout entire lifetimes may represent an effective means of addressing many of these social ills. The paper deals with four basic areas: (1) a general framework for social analysis based on overall lifetime patterns; (2) a review of problems in the realm of work and their relation to current lifetime patterns; (3) some speculations concerning the future redistribution of education, work, and leisure throughout entire life spans; and (4) a discussion of some of the research and policy implications of the analysis. (Author/JMF)

ED 135 269 HE 008 585
 Tice, Terrence N.
Student Rights, Decisionmaking, and the Law. Report No. 10

George Washington Univ., Washington, D.C.
 ERIC Clearinghouse on Higher Education.
 Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date 76

Note—107p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
 Descriptors—Activism, *Bibliographies, Constitutional Law, *Court Litigation, *Decision Making, Ethical Values, *Higher Education, Legal Problems, *Literature Reviews, *Moral Values, School Law, *Student Rights, Student School Relationship

The issue of student rights and the law is presented in this essay and bibliography. Included are discussion of student activism and the courts, law and morality, the new era of student activism, legal, institutional, and moral rights, and institutional administration and the law. Also considered are constitutional questions raised by student right's claims that take into account the unique nature of the bond between students and the academy and the courts' rulings in this regard. A participatory approach to campus decisionmaking is recommended, with both formal and informal mechanisms available that are built on specific rather than vague or overly generalized criteria. The bibliography contains 327 items along with subject, author, and case indexes and, thus, provides a review of the literature from the early 1960s through 1976. (Author/JMF)

ED 135 270 HE 008 609
Academic Degrees Conferred 1974-1975. Public and Independent Colleges and Universities in Indiana.
 Indiana State Commission for Higher Education,
 Indianapolis.

Pub Date Jan 76

Note—46p.

Available from—Indiana Commission for Higher Education, 143 W. Market St., Indianapolis, Indiana.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Bachelors Degrees, College Graduates, *College Majors, Colleges, *Degrees (Titles), Doctoral Degrees, *Graduates, *Higher Education, Masters Degrees, Private Colleges, Professional Education, Public Schools, *Specialization, State Surveys, Tables (Data), *Units of Study (Subject Fields), Universities

Identifiers—HEGIS, Higher Education General Information Survey, *Indiana

The data, arranged in tabular form, concern the number of degrees conferred by level of degree, field of study, and postsecondary institution. The listings of major study fields and specific majors within these fields conforms, with some modification, to the groupings of the HEGIS degree reports submitted for 1974-1975 by Indiana postsecondary institutions. These reports were utilized as the source of the data. Three sections contain: (1) associate degrees conferred at colleges and universities; (2) baccalaureate, master's, and doctorate degrees conferred; and (3) first professional degrees conferred. Within each section, public and private institutions are listed separately. An index to major fields and specializations is included. (Editor/MSE)

ED 135 271 HE 008 612

Pfister, Richard L.
Economic Indicators for Postsecondary Education in Indiana 1976.

Indiana State Commission for Higher Education, Indianapolis.

Pub Date 76

Note—131p.; Not available in hard copy due to marginal legibility of original document.

Available from—Indiana Commission for Higher Education, 143 W. Market St., Indianapolis, Indiana.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountants, Carpenters, Cost Indexes, *Economic Change, Economic Research, *Economics, *Educational Economics, Investigations, *Post Secondary Education, Programmers, Salaries, Secretaries

Identifiers—*Indiana

In a study prepared at the Indiana University School of Business, it was revealed that: (1) the Consumer Price Index has risen 39.7 percent from fiscal 1971 to fiscal 1976; since 1970-71, prices have risen slightly more in small cities than in larger ones; and according to the Bureau of Labor Statistics, the cost of living for their lower budget level has risen less than for their two higher budget levels; (2) between fiscal 1973 and fiscal 1976, the CPI rose more than the compensation for most continuing employees of postsecondary institutions; although most of the clerical and service employees had a slight rise in real income, academic and administrative employees had a decline, and the decline was greatest for academic employees; (3) since fiscal 1973, compensation in Indiana institutions by professional rank has failed to maintain pace with other schools in their comparison groups; and (4) among six occupational categories (secretary, janitor, carpenter, accountant, programmer, and buyer), Indiana institutions provided the least salary increase since fiscal 1970 in comparison with state government, Federal government, and private industry for three categories and the second least increase for the other three (although the fiscal 1976 percentage increases are somewhat better). (Author/MSE)

ED 135 272 HE 008 613

Academic Program Inventory 1975. Public and Independent Colleges and Universities in Indiana.

Indiana State Commission for Higher Education, Indianapolis.

Pub Date Oct 75

Note—108p.; Not available in hard copy due to marginal legibility of original document.

Available from—Indiana Commission for Higher Education, 143 W. Market St., Indianapolis, Indiana.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Associate Degrees, Bachelors Degrees, *College Majors, *College Programs, Colleges, *Degrees (Titles), Doctoral Degrees, Educational Certificates, Instructional Programs, Masters Degrees, *Post Secondary Education, Private Colleges, Public Schools, *Specialization, State Surveys, *Units of Study (Subject Fields), Universities

Identifiers—*Indiana

An inventory lists the certificate, associate, baccalaureate, master's specialist, and doctor's degrees offered in the 28 public and 37 independent postsecondary institutions in Indiana. The institutions offering programs, and the program

level, are listed according to disciplines and specializations within the disciplines. All program classifications are made, with some modification, according to the HEGIS categories. (MSE)

ED 135 273 HE 008 617

Williams, Kathleen N. Brook, Robert H.
Foreign Medical Graduates and their Effects on the Quality of Medical Care in the United States.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—R-1698-HEW

Pub Date Jan 76

Grant—016B-7401-P2021

Note—34p.; Background report presented at the Sun Valley Forum on National Health (Winter 1975)

Available from—The Rand Corporation, Santa Monica, California 90406

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ability, Comparative Analysis, Educational Quality, *Foreign Nationals, *Foreign Workers, Individual Characteristics, *Medical Care Evaluation, Medical Education, *Medical Treatment, Peer Evaluation, Personnel Data, *Physicians, Professional Education, *Quality Control, Research

Identifiers—ECFMG, Educational Commission Foreign Medical Graduates, Federation Licensing Examination, FLEX, *Foreign Medical Graduates

The purpose of the study was to examine existing information on the level of quality of medical care delivered by foreign medical graduates (FMGs), as part of a broader consideration of policies relating to FMGs and health care delivery in the United States. Quality of care is considered to comprise both technical care and the "art of care." FMGs do differ from U.S. medical graduates (USMGs) with respect to structural characteristics: (1) FMGs are younger than USMGs; (2) they have a longer undergraduate education (with less clinical experience and less favorable faculty-student ratio, generally); (3) as a group, they are less successful on the usual screening (ECFMG), licensure (FLEX), and specialty board certification examinations than are USMGs as a group; and (4) a high proportion of FMGs had some or all of their medical education in English, but problems with English as a second language persist. A number of basic similarities between FMGs and USMGs exist: (1) they train and practice in specialties to the same degree; and (2) although FMGs are found to a much higher degree than USMGs in training programs that are unaffiliated with medical schools, an ever-increasing proportion take their training in affiliated programs. Two studies using process measures to assess the quality of care delivered by USMGs and FMGs were inconclusive. Lack of concrete evidence made formulating policy recommendations difficult. However, four areas of future research or evaluation are proposed: comparative studies, education of the less able practitioner, quality assurance and peer review, and characteristics of the FMG physician pool. (Author/MSE)

ED 135 274 HE 008 618

Solmon, Lewis C. And Others
Wisdom or Waste? College as a Training Ground for Jobs.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date [76]

Grant—NIE-G-74-0091

Note—298p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Bibliographies, Business Administration, *College Majors, *Employment, Employment Qualifications, English Education, Followup Studies, Graduate Surveys, *Higher Education, Job Satisfaction, Job Skills, *Labor Market, Longitudinal Studies, Questionnaires, *Relevance (Education), Statistical Data, Underemployed, Vocational Followup

A 1974 follow-up survey of college freshmen of 1961 probed the job-relatedness of educational background, job satisfaction, perceptions of jobs and long-range goals, and necessity for college education on the job (especially in such subject areas as business administration and English). The relevance of the survey sample to youth affected by the current employment crisis, the meaning of underemployment, a consideration of

the benefits of a college education in the employment market, providing students with labor market information, necessary institutional changes, and the role of faculty leadership are discussed as they relate to the findings of the survey. A bibliography, the survey instrument, and several statistical tables are included. The report is intended for use by practitioners and researchers alike. (MSE)

ED 135 275 HE 008 619

Cossu, Claude

Methods of Costing in Universities. Brief Comparison Between the NCHEMS Approach and the Approach Used by the French-Speaking Research Group Associated with the IMHE Programme.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Nov 75

Note—10p.; Not available in hard copy due to small print of original document.

Journal Cit—Phase 2 Bulletin; n13 Nov 75

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, *Budgeting, Comparative Analysis, *Cost Effectiveness, Costs, *Educational Finance, Efficiency, *Foreign Countries, Higher Education, Program Budgeting, Systems Analysis, *Universities

Identifiers—*France, National Center for Higher Educ Management Systems, NCHEMS

A group of French universities modified the NCHEMS accounting method for use in a study of its budget control procedures and cost-evaluation methods. The conceptual differences in French university education (as compared to American higher education) are keyed to the adjustments in the accounting method. French universities, rather than being competitive and relatively wealthy, are part of a strongly centralized national system; they therefore have less control over some variables. The social orientation of higher education is of less immediate importance than eliminating waste to increase effectiveness, and persuasive program budgets for resource allocation at the national level. The accounting systems, cost components considered, choice of direct or indirect cost allocation, and calculation of unit costs and use of results are compared for the original and modified accounting methods. (MSE)

ED 135 276 HE 008 620

Schuster, H. J.

Training Programme for University Management in the United States.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Apr 76

Note—9p.; Not available in hard copy due to small print of original document.

Journal Cit—Phase 2 Bulletin; n 14 Apr 76

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Education, Comparative Analysis, *Educational Administration, *Educational Programs, Foreign Countries, *Higher Education, *Management Education, Professional Education, *Professional Training, Program Evaluation

Identifiers—*West Germany

Courses and study programs in the United States designed for initial or continuing training for all levels of management and administration in higher education are analyzed and compared with similar studies in the Federal Republic of Germany. It is concluded that there would be little advantage in simply transferring methods and ideas from American programs to German ones, but that successful programs should be observed first hand. A training program for top-level higher education administrators is proposed. (Editor/MSE)

ED 135 277 HE 008 621

Schuster, H. J. Elstermann, G.

The Institutionalization of Planning and Data Processing in University Administration.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Oct 74

Note—5p.; Not available in hard copy due to small print of original document.

Journal Cit—Phase 2 Bulletin; n9 Oct 74
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Administration, Educational Finance, *Educational Planning, *Electronic Data Processing, Federal Government, *Foreign Countries, Government Role, *Higher Education, *Institutional Administration, *Operations Research, State Government, State Legislation, Statewide Planning
Identifiers—*West Germany

Until 1965 there was little or no planning in the universities and technical institutes of university standing in the Federal Republic of Germany, and virtually no electronic data processing, so university statistics were inadequate. Since that time, West German universities have been increasingly pressured to provide statistics to substantiate their financial claims. Four trends emerged: (1) planning staffs and data processing were established in a number of universities; (2) a number of states have included university planning in their legislation and established long-range planning schemes; (3) a statutory framework has been established for university planning at the federal and state levels; and (4) cooperative planning is provided at the institutional, state, and federal levels. An inventory of planning offices and integration of planning functions, by institution, is included. (Author/MSE)

ED 135 278 HE 008 622

Ladd, Everett Carl, Jr. Lipset, Seymour Martin
Survey of the Social, Political, and Educational Perspectives of American College and University Faculty. Final Report. 2 Volumes.
Connecticut Univ., Storrs.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No.—BR-3-3053
Pub Date (76)

Note—427p.
EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—Administrative Policy, Affirmative Action, Age Differences, Collective Bargaining, *College Faculty, Economics, Educational Administration, Faculty Evaluation, Faculty Promotion, Faculty Workload, Foreign Policy, *Higher Education, National Surveys, Occupational Surveys, *Opinions, Political Issues, Public Opinion, Research, Sex Differences, Social Problems, *Teacher Attitudes, Teacher Role, Unions, Universities

Identifiers—National Institute of Education, NIE

A large-scale, national survey of college and university professors was conducted in 1975, supported by the National Institute of Education. The data were collected from more than 3,500 faculty members, and include 400 separate items from each respondent. The study tapped faculty opinion on such matters as unionization, bargaining agents, the university's response to and priorities in austerity, the argument over affirmative action, equality vs. meritocracy in the university, the nature of the academic enterprise, perception of one's own role(s), the value placed on various faculty responsibilities, teaching versus research, the failings of the American university, domestic social, political, and economic matters, and foreign policy issues. Faculty views are presented in three perspectives: as compared with faculty opinion at earlier times, compared with public opinion, and analyzed by age, sex, and academic rank of the respondents. (MSE)

ED 135 279 HE 008 632

Armbruster, Robert J., Ed.
A Process of Global Enlightenment. International Education: Link for Human Understanding.
Pub Date Nov 76

Note—95p.; A report of the Bicentennial project marking the thirtieth anniversary of the educational exchange program under the Fulbright-Hays Act.

Available from—Board of Foreign Scholarships, Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Alumni, Conferences, Cultural Awareness, Culture Contact, Governing Boards, Government Role, *Higher Education, Individual Development, Institutional Role, *International Educational Exchange, International Relations, Objectives, Private Agencies, Professional Continuing Education, Program Development, Speeches, *Student Exchange Programs, *Teacher Exchange Programs
Identifiers—*Board of Foreign Scholarships, Fulbright Exchange Program, *Fulbright Hays Act

In 1976, the Board of Foreign Scholarships brought together Fulbright-Hays alumni of the last 30 years (students, scholars, and teachers who had studied in a foreign country under the auspices of the program established in the Fulbright-Hays Act of 1946. Their purpose was a comprehensive review and assessment of international exchange efforts generally, and specifically those of the Fulbright-Hays program. At ten regional meetings, the topics of discussion were alumni involvement, program implementation, exchange objectives, government and private roles, institutional commitment, the impact of exchange on foreign affairs, professional development and an international community of scholars, and intercultural communication and personal development. Excerpts from the international convocation addresses are included, as is a list of the members of the Board of Foreign Scholarships. (MSE)

ED 135 280 HE 008 633

Budget Control Procedures and Methods for Evaluating the Unit Costs of Activities and Outputs of Higher Educational Institutions. Interim Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Jul 74
Note—8p.; Not available in hard copy due to small print of original document.

Journal Cit—Phase 2 Bulletin; n8 Jul 74
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgeting, Capital Outlay (for Fixed Assets), Cost Effectiveness, Costs, Educational Administration, *Educational Finance, *Finance Reform, *Foreign Countries, Higher Education, Information Needs, *Money Management, Operating Expenses, Personnel, Simulation, Student Financial Aid, *Unit Costs, *Universities

Identifiers—Centre for Educational Research and Innovation, *France

In 1972, a group of French universities began a joint project under the aegis of the Centre for Educational Research and Innovation. Common concerns of the universities—specifically, the rising cost of education, the need for assessing effectiveness and efficiency of programs, and a 1968 law giving increased autonomy to French universities—led to a study seeking to create the first methodological instruments of modern university management based on the preparation of activities and systematic control of their performance. Since the group's needs and organizational structures were different from those addressed by most foreign studies, and lack of information was a significant problem, the French universities decided to concentrate on calculating costs of their final outputs: instruction and research. The costs considered were: personnel, capital, operating, and student aid costs. Several kinds of budgetary control and the application of a simulation model are recommended for management of French universities. (MSE)

ED 135 281 HE 008 634

Educational Assistance Overpayments, A Billion Dollar Problem—A Look at the Causes, Solutions, and Collection Efforts. Veterans Administration. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Pub Date Mar 76
Note—67p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Problems, *Federal Aid, *Finance Reform, *Financial Policy, *Financial Problems, Higher Education, Information Dissemination, Information Needs, *Student Financial Aid, Student Responsibility, *Veterans Education

Identifiers—*Veterans Administration

Overpayments to veterans and veterans' dependents under the VA's educational assistance programs have increased dramatically in recent years; as of the end of 1975, cumulative overpayments totaled almost \$1.4 billion. In fiscal year 1967, overpayments represented 0.7 percent of VA's total educational benefits paid, whereas in the first six months of fiscal year 1976, they represented 15.6 percent of total benefits. The

General Accounting Office found three primary causes of overpayment: delays in reporting training changes (dropping classes or withdrawing from school); issuance of special payments and poor VA processing practices; and advance payment. A number of recommendations are made for alleviating overpayment and improving collection. (Editor/MSE)

ED 135 282 HE 008 635

The Study of Higher Education. Off Campus Doctoral Degree Programs and Evaluating Educational Benefits.

Association for the Study of Higher Education.
Pub Date Mar 76

Note—84p.; Papers presented at the annual meeting of the Association of Professors of Higher Education (Chicago, March 6-7, 1976).

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Conference Reports, *Doctoral Programs, *Educational Benefits, *Educational Experience, Evaluation, *External Degree Programs, Graduate Study, *Higher Education, Humanism, Individual Development, Models
Identifiers—*Nova University, *Union Graduate School

The papers presented include: "The Union Graduate School Experience" (King V. Cheek); "Some Observations on the Nova University Experience" (Sebastian V. Martorana); "Higher Education and Human Equality" (Howard R. Bowen); "Benefits for Personal Development from Going to College" (Joseph Katz); and "A Contextual Model for Evaluating Educational Benefits" (C. Robert Pace). (MSE)

ED 135 283 HE 008 636

Homan, James C.
Postsecondary Educational Needs in Michigan 1975.

Michigan State Dept. of Education, Lansing.
Pub Date May 75

Note—92p.; Not available in hard copy due to small print of original document. Prepared by the Higher Education Management Division

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Degrees (Titles), Educational Accountability, Educational Assessment, *Educational Demand, *Educational Needs, *Educational Supply, Employment, Enrollment Projections, Enrollment Trends, Graduates, Information Systems, Manpower Needs, Policy Formation, *Post Secondary Education, Professional Associations, State Agencies, *Statewide Planning, Student Needs

Identifiers—*Michigan

This document addresses some of the issues and facts that are a part of the planning process for postsecondary education in Michigan: (1) needs being served by postsecondary education (student pressure, national and state enrollment trends, degrees conferred, and employment and placement); (2) demands being placed on postsecondary education in the state (enrollments, manpower requirements, and prospective student demands); (3) projected demand impact on postsecondary education; and (4) conclusions and recommendations. Among the latter are that: (1) greater detail be developed in enrollment projections; (2) the state develop a policy about educational demand versus educational need; (3) cooperative data collection, data dissemination, and planning be promoted; (4) detailed measures of output be developed; and (5) information exchange be undertaken by professional associations and state agencies concerned with manpower. (Author/MSE)

ED 135 284 HE 008 637

Manning, Patricia C.
Implications of the 1202 Commission for Florida Technological University. Educational Policies.

Pub Date 6 Feb 76

Note—27p.; A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of doctor of education. Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agency Role, Educational Coordination, *Government Role, Investigations, *Post Secondary Education, *Program Coordination, *State Agencies, State Boards of Education, State Departments of Education, State Legislation, State Officials, *Statewide Planning, *Universities

Identifiers—1202 Commission, Florida, *Florida Technological University

The study was undertaken to investigate the "1202 Commission" established in 1972 by public law, with respect to the implications for Florida Technological University. Information was gathered through interviews and correspondence with members of the Florida Department of Education, Governor's Office, Board of Regents of the State University System, and Florida legislators. This information was analyzed and organized to determine what impact the commission would have on FTU. Florida's existing State Planning Council for Post High School Education was designated to fulfill the intent of the law, which was to bring about statewide planning and coordination of programs among postsecondary institutions in the public and private sectors. This agency then became the 1202 Commission. The commission was funded in 1974 by the U.S. Office of Education. In reorganization, some of the original agency members remained in the commission and additional postsecondary areas were represented. At the time of the study, the impact on FTU had been negligible. (Author/MSE)

ED 135 285 HE 008 638
Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Comptroller General of the U.S., Washington, D.C.

Report No.—FPCD-76-12

Pub Date [76]

Note—109p.; For related documents, see HE 008 639-641

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street N.W., Washington, D.C. 20548

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Failure, College Majors, *College Students, Curriculum, *Dropouts, Enrollment Influences, Expulsion, *Higher Education, *Military Schools, Military Training, Officer Personnel, Problems, *School Holding Power, *Student College Relationship, Student Needs

Identifiers—Air Force Academy, Coast Guard Academy, *Federal Service Academies, Merchant Marine Academy, Military Academy (West Point), Naval Academy

While some attrition is normal, it has been high at the Federal service academies in recent years. The rates, although down from their peak levels, are still above normal at several academies. Those who drop out, while scoring slightly lower on some tests than those who stay, are still of high quality, and GAO believes some would make good military officers. Attrition also results in inefficient use of existing facilities and increases the cost of educating an academy graduate. Most students leave voluntarily, although 20 percent are separated by the academy, principally for academic reasons. An important factor in attrition is the student's low level of commitment. Another appears to be a basic incompatibility with the military environment. Attrition during the first few months is also related to what students perceive as an overemphasis on memorizing "professional and nonprofessional knowledge." Student perceptions of some aspects of the academic program are also associated with some attrition during the first and second years. There is evidence that some entering students are not aware of the limited academic majors available, and the technical emphasis of the curriculum. Identification with a particular military group is important in reducing attrition. Third-class (sophomore) attrition is apparently related to conflict between individual needs for growth and the institution's need for stability. (Editor/MSE)

ED 135 286 HE 008 639
Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure A. Technical Report. Comptroller General of the U.S., Washington, D.C.

Report No.—FPCD-76-12A

Pub Date [76]

Note—258p.; For related documents, see HE 008 638-641

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street N.W., Washington, D.C. 20548

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*College Students, *Dropouts, Enrollment Influences, Graduate Surveys, *Higher Education, *Military Schools, Military Training, Questionnaires, *School Holding Power, School Surveys, Statistical Data, Statistical Studies, *Student College Relationship, Tables (Data)

Identifiers—Air Force Academy, Coast Guard Academy, *Federal Service Academies, Merchant Marine Academy, Military Academy (West Point), Naval Academy

The first and principal enclosure of the study of attrition at the five federal service academies provides a detailed, technically-oriented account of the methods, procedures, findings, and interpretations of the General Accounting Office's study. The study involved extensive surveys of more than 20,000 current and former students. The survey instruments and tables summarizing the results for each academy are included. (Editor/MSE)

ED 135 287 HE 008 640
Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure B. Review of Studies.

Comptroller General of the U.S., Washington, D.C.

Report No.—FPCD-76-12B

Pub Date [76]

Note—128p.; For related documents, see HE 008 638-641

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street N.W., Washington, D.C. 20548

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*College Students, *Dropouts, Educational Alternatives, Enrollment Influences, Environmental Influences, *Higher Education, Institutional Environment, Literature Reviews, *Military Schools, Military Training, Personality, *School Holding Power, Student Ability, Student Characteristics, Student College Relationship, Surveys

Identifiers—Air Force Academy, Coast Guard Academy, *Federal Service Academies, Merchant Marine Academy, Military Academy (West Point), Naval Academy

The second enclosure to the study of attrition at the five federal service academies reviews 87 related studies, about half of all those done by, for, or about the academies in the last 10 years. One general observation is that relationships have been established between attrition and student characteristics, whereas the same is not true in studies of attrition and academy environment. It is felt to be possible that some of the dropouts are making an important comment on the academy environment's ability to produce good career officers. Variables that are considered by the 87 studies include: student ability at entry, biographical characteristics, personality characteristics, external effects (such as reference group influences, available alternatives, national events, and societal effects), academy environment, and the academy environment as seen by others. (Editor/MSE)

ED 135 288 HE 008 641
Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure C. Characteristics of Academy Students.

Comptroller General of the U.S., Washington, D.C.

Report No.—FPCD-76-12C

Pub Date [76]

Note—85p.; For related documents, see HE 008 638-640

Available from—U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street N.W., Washington, D.C. 20548

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Achievement Rating, Athletics, *College Students, Comparative Analysis, *Dropouts, Family (Sociological Unit), *Higher Education, Individual Activities, *Military Schools, Military Training, *School Holding Power, Student Attitudes, *Student Characteristics, Student College Relationship, Surveys

Identifiers—Air Force Academy, Coast Guard Academy, *Federal Service Academies, Merchant Marine Academy, Military Academy (West Point), Naval Academy

Characteristics of the class of 1974 at the five federal service academies were compared with characteristics of students in the same class in other colleges; 300 variables of academic achievement, class standing, athletic ability, nonathletic activities, general attitudes, and other attributes such as family and financial background were considered. Statistical analyses are used throughout the study, and a dropout profile is constructed. The federal service dropout: (1) scored above the national average on standardized academic measures; (2) had high school achievement lower than the persisting student; (3) ranked considerably below persisting students in Military Order of Merit; (4) was athletically inclined but showed less aptitude on athletic tests; (5) did not differ significantly from persisting students in nonathletic activities; (6) characterized his political and social attitudes as liberal more often than his persisting counterparts; and (7) was from a middle income home with well-educated, professional parents. (Editor/MSE)

ED 135 289 HE 008 649
Hayden, Mary And Others
Choice or Chance. Planning for Independent College Marketing and Retention. Report on the Admissions and Retention Phase of Northwest Area Foundation's Independent College Program 1973-1975.

Northwest Area Foundation, St. Paul, Minn.

Pub Date 76

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Case Studies, College Admission, College Choice, Counseling Services, *Educational Demand, Enrollment Influences, Enrollment Trends, *Higher Education, *Institutional Administration, Marketing, *Planning, *Private Colleges, Research, *School Holding Power

Identifiers—Carleton College, Drake University, Gustavus Adolphus College, Independent College Program, Metamarketing, Minnesota Private College Research Foundation, Pacific Lutheran University, Saint Johns University MN

As a result of a study in 1972, in which independent college administrators were asked to assess their growth needs and problems, the Northwest Area Foundation established the Independent College Program to assist colleges in dealing with their needs. The first phase, the Admissions and Retention Program, was designed to assist colleges in coping with declining enrollments. Institutional planning for marketing and student retention is the general subject of six institutional case studies: (1) metamarketing at Pacific Lutheran University (Tacoma, Washington); (2) the student application pool at Carleton College (Northfield, Minnesota); (3) college choice, by the Minnesota Private College Research Foundation; (4) freshman and sophomore retention program at Drake University (Des Moines, Iowa); (5) attrition at St. John's University (Collegeville, Minnesota); and (6) advising and counseling to improve retention at Gustavus Adolphus College (St. Peter, Minnesota). (Editor/MSE)

ED 135 290 HE 008 650
The Moton Guide to American Colleges with a Black Heritage 1976-77.

Moton Consortium on Admissions and Financial Aid, Washington, D.C.

Spons Agency—Technical Assistance Consortium To Improve Coll. Services, Washington, D.C.

Pub Date 76

Note—85p.

Available from—Moton Consortium on Admissions and Financial Aid, 2001 S Street N.W., Suite 603, Washington, D.C.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Charts, College Choice, College Majors, *Colleges, Curriculum, Directories, Educational Planning, Facilities, *Higher Education, Military Science, *Negro Colleges, *Negro Education, School Calendars, School Location, Student Costs, Student Financial Aid, Units of Study (Subject Fields), *Universities

The directory lists colleges and universities in the U.S. and its territories with a Black heritage, describing the character, campus, faculty, academic calendar, academic offerings, military science offerings, costs, financial aid programs, and student activities of each and giving information on whom to contact for further information. It also advises students on how to plan for college education and choose a school. Institutional in-

formation is presented in narrative and chart form, and each school's location is indicated on a regional map. (MSE)

ED 135 291 HE 008 652
Scientific Progress, the Universities, and the Federal Government. Statement by the President's Science Advisory Committee.
President's Science Advisory Committee, Washington, D.C.
Pub Date 15 Nov 60
Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Federal Government, *Government Role, *Institutional Role, Science Education, *Sciences, *Scientific Research, Scientists, *Universities

Identifiers—*Government School Relationship
The report is part of a continuing study by the committee of the ways in which the Federal Government can best assure the strength and progress of American science. The committee concludes that the process of basic scientific research and the process of graduate education in universities must be viewed as an integrated task if the nation is to produce the research results and new scientists that will maintain the leadership of American science. In this endeavor, it is felt, the partnership between the Federal Government and the nation's universities will assume growing importance. (Author/MSE)

ED 135 292 HE 008 653
Donaldson, Robert S.
Fortifying Higher Education: A Story of College Self Studies.
Fund for the Advancement of Education, New York, N.Y.
Pub Date Sep 59
Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Case Studies, Educational Planning, *Educational Research, *Educational Trends, *Higher Education, *Institutional Research, *Needs Assessment, *Research Opportunities
The rate of change in education in the 1930's, 1940's, and 1950's made necessary a continuing reevaluation of higher education's past and present and its future needs. In this report, the cases for and against major institutional self-study are debated, and such questions as what to study, how to organize such research, the necessary ingredients for successful study, what gains can be expected, typical weaknesses to avoid, and what areas in education need strengthening are discussed. Selected individual institutional studies are presented as illustrations. (MSE)

ED 135 293 HE 008 654
Mariano, S.V. And Others
Cooperative Projects among Colleges and Universities.

Office of Education (DHEW), Washington, D.C.
Pub Date 61
Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Colleges, *Cooperative Planning, *Cooperative Programs, *Higher Education, *Interinstitutional Cooperation, Problems, Program Administration, Program Descriptions, Program Design, Program Development, Program Evaluation, Universities

The concept and history of interinstitutional cooperation are discussed. Case histories of some successful programs in the U.S. are described, and include their scope of operation, the character of the cooperative arrangements, administrative procedures, provisions for evaluation, favorable and unfavorable factors, and related considerations. Principles and guidelines for establishing programs are presented, as is a bibliography. (MSE)

ED 135 294 HE 008 658
Haberman, Martin
External Degree Programs: Some Critical Issues for Higher Education.
Pub Date 76
Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Degree Requirements, *Educational Alternatives, *Educational Assessment, Evaluation Criteria, *External Degree Programs, Faculty Workload, Higher Education, *Independent Study, Part Time Students, *Program Development, Residence Requirements, Trend Analysis, Tuition, *University Extension

The external degree movement is raising critical questions for higher education. It is necessary for advocates of new programs to deal with the basic assumptions underlying higher education in America. Faculty governance, the determination of what constitutes worthwhile knowledge, the selection of some subject matters and the rejection of others, the process of learning through life experiences, the definition of which experts can make these decisions, and other critical issues are examined. The 11 issues raised are a guide for proponents of external degrees to construct a rationale for their advocacy. The issues may also be used as a set of criteria for those who question external degrees to raise the critical concerns. The answers developed in response to the issues raised in this paper should be a useful basis for faculty, administrators, governing boards, and citizens to decide the values and limitations of external degrees. (Author/LBH)

ED 135 295 HE 008 659
Wims, Warner Barry
Decision-Making Theory and University Advancement.
Pub Date 76
Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Administrative Problems, *Administrator Responsibility, *Administrator Role, *Decision Making, *Educational Administration, Higher Education, *Leadership Responsibility, Management Development, *Policy Formation, School Industry Relationship, Social Responsibility, Teacher Administrator Relationship
Identifiers—Cyert (Richard M), March (James G), Simon (Herbert A)

There are a number of constraints on administrative leadership in today's university. This paper argues that the decision-making theory of March, Simon, and Cyert gives the administrator a good framework for advancing the university toward meeting societal needs and demands, while allowing for faculty-student freedom and discretion. Some alternative theories are reviewed and corresponding advantages of the decision-making view are introduced. Decision theory contributions to our understanding of models of reality, conflict, and coalitions are discussed. The relationship between the business firm and the university is also considered along with some suggestions for practitioners that derive from the decision-making perspective. (Author/LBH)

ED 135 296 HE 008 660
Matthews, Martha McCune, Shirley
Title IX Grievance Procedures: An Introductory Manual.

National Foundation for the Improvement of Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date [76]
Contract—300-75-0256
Note—111p.

Available from—Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Administrative Policy, Administrator Guides, Civil Rights, Equal Education, *Federal Aid, *Federal Legislation, *Grievance Procedures, *Higher Education, Policy Formation, *Sex Discrimination

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 requires that "no person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." A manual of grievance procedures for suspected infractions of the law contains: (1) a review of the basics; (2) evaluating or developing a Title IX grievance procedure: identifying its external content and considering its internal structure; (3) administering a grievance procedure: ensuring its effectiveness; (4) the role of the Title IX coordinator; and (5) appendices containing a sample procedure, sample notification of grievance procedure, sample filing form, sample grievance case records, and sample guidelines for staff. (Author/MSE)

ED 135 297 HE 008 661
Atlessek, Frank J. Gomberg, Irene L.
Foreign Area Research Support Within Organized Research Centers at Selected Universities, FY 1972 and 1976. Higher Education Panel Reports, Number 32.

American Council on Education, Washington, D.C. Higher Education Panel.
Pub Date Dec 76
Note—18p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Federal Aid, *Financial Problems, *Financial Support, Foundation Programs, Institutions, *International Relations, *International Studies, Private Financial Support, Public Support, Questionnaires, *Research, Surveys, Universities

The 32nd survey of the Higher Education Panel deals with the level of support over the past five years for foreign area research activities within organized centers at research universities. The survey was prompted by a concern that support for research in international affairs has declined sharply in recent years. Data were received from 48 universities having organized research centers; data include: total funds available for foreign area research and their distributions; primary sources of support (federal government, foundations, institutions, and private sources); changes in level of support, according to geographic area of study, general study topic, and specific problem in interstate relations; expectations for funding in the near future; and percentage of support change in selected categories. The questionnaire is included. (MSE)

ED 135 298 HE 008 663
Student Enrollment Report. West Virginia Institutions of Higher Education. First Semester 1976-77.

West Virginia Board of Regents, Charleston.
Pub Date Oct 76
Note—112p.; Not available in hard copy due to small print of original document.

Available from—West Virginia Board of Regents, 1316 Charleston National Plaza, Charleston, West Virginia 25301

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Colleges, Community Colleges, *Enrollment Rate, Females, Graduate Study, *Higher Education, Junior Colleges, Males, Medical Schools, Nonresident Students, Part Time Students, Private Colleges, Public Schools, Resident Students, School Surveys, State Colleges, State Surveys, State Universities, *Student Enrollment, Tables (Data), *Universities

Identifiers—Full Time Students, *West Virginia
Data on student enrollment in 29 West Virginia institutions are arranged according to several variables: credit headcount enrollment, control of institution, residence of student, attendance status of student, sex of student, and level of student. Public institutions (universities, medical colleges, one graduate college, four-year colleges, community colleges, and two-year branches) and private colleges (two- and four-year) are included. Data are presented in tabular and graphic form. (MSE)

ED 135 299 HE 008 664
Atlessek, Frank J. Gomberg, Irene L.
Bachelor's Degrees Awarded to Minority Students 1973-74. Higher Education Panel Reports, Number 24.

American Council on Education, Washington, D.C. Higher Education Panel.
Pub Date Jan 77
Note—51p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—American Indians, Asian Americans, *Bachelors Degrees, *College Graduates, *Colleges, Higher Education, Mexican Americans, *Minority Groups, National Surveys, Negro Colleges, Negroes, Private Colleges, Questionnaires, Spanish Americans, State Colleges, State Universities, Statistical Analysis, Statistical Surveys, Tables (Data), *Universities
Identifiers—HEGIS, Higher Education General Information Survey

A survey was conducted to obtain information on the progress and degree attainment of minority students in colleges and universities. Between July 1973 and June 1974, 7.8 percent of the baccalaureates from 1,704 schools in the U.S. were awarded to minority students (Blacks, Spanish-surnamed Americans, Asian-Americans, and American Indians). Patterns of graduation from private versus public institutions, and colleges versus universities, were apparent. Nearly half the Black students graduated from Black institutions. Regional variations, sex differences, and field of study variations were apparent in the results. Some data are presented in tabular form, and appendices include the survey instrument, data on survey response rates, statistical methods, a comparison with HEGIS data, and an assessment of the survey's data quality. (Author/MSE)

ED 135 300 HE 008 666

Kirschner, Alan H.
Annual Statistical Report of the Member Institutions.

United Negro College Fund, Inc., New York, N.Y.

Pub Date Jan 77

Note—58p.

Available from—United Negro College Fund, Inc., 500 E. 62nd Street, New York, N.Y. 10021

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Rank (Professional), Alumni, Annual Reports, Caucasian Students, *College Faculty, College Freshmen, *College Students, *Degrees (Titles), *Educational Finance, Expenditures, Females, Financial Support, Fringe Benefits, Geographic Distribution, Graduate Students, Income, Males, National Surveys, *Negro Colleges, *Negro Education, Negro Students, Private Colleges, Private Financial Support, School Surveys, Student Costs, *Student Enrollment, Student Financial Aid, Student Teacher Ratio, Tables (Data), Teacher Salaries

The annual statistical report is a compilation of the most recent statistical information on the Fund's 41 members. All of the member institutions are private, accredited, predominantly black colleges and universities; they comprise all of the institutions in that class in the United States except Hampton Institute and Meharry Medical College. Data were obtained from questionnaires sent annually to the members. Some data are expressed as indexes, with the base year 1960-70. The information, largely arranged in tabular form, include enrollment (graduate students, white students, male and female students, first-time freshmen, geographical distribution, and comparison with national private enrollments), degrees granted; faculty (totals, by degree, student-faculty ratio, and compensation); and institutional and student finance. (Author/MSE)

ED 135 301 HE 008 668

Haberman, Martin Quinn, Lois
Assessing Faculty's Community Service.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Faculty, *Community Involvement, Consultants, Departments, *Evaluation Criteria, *Faculty Workload, *Guidelines, Higher Education, Noninstructional Responsibility, School Community Relationship, *Teacher Evaluation

Identifiers—*Faculty Development

To involve university faculty in some useful community service there must be clear definitions and a system of reward. Three levels of community service are outlined, from long-term extensive activities to short-term involvements. Criteria are suggested for evaluating these services. These guidelines are useful for faculty groups who are seeking to systematize and evaluate the frequently chaotic situation created when individual faculty put forth his/her own activities on an annual "brag sheet" or load report. The guidelines are stated without reference to particular subject matter and are applicable to all departments and colleges. (Author/LBH)

ED 135 302 HE 008 670

Honor Codes at the Service Academies. Hearings before the Subcommittee on Manpower and Personnel of the Committee on Armed Services, United States Senate, Ninety-fourth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Armed Services.

Pub Date 76

Note—1,090p.; Not available in hard copy due to small print of original document.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$2.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Armed Forces, *Cheating, *College Students, Federal Government, Government Role, Legislators, *Military Personnel, *Military Schools, *Officer Personnel, Opinions
Identifiers—Air Force Academy, Federal Service Academies, *Honor Codes, Military Academy (West Point), Naval Academy

Transcripts of the hearings on honor codes at the federal military academies in June and August of 1976 include the statements of the Secretary of the Army, Superintendent of the U.S. Military Academy, Commandant of Cadets at the Military Academy, Superintendent of the Naval Academy, the Officer Representative to the Brigade Honor Committee (Naval Academy), Superintendent of the Air Force Academy, Commandant of Cadets (Air Force Academy), Cochairmen of the Superintendent's Special Study Group on Honor at West Point, other military committee members, a faculty member (Military Academy), and Representative Tom Downey of New York. (MSE)

ED 135 303 HE 008 671

Smart, John M., Ed. Howard, Toni A., Ed.
Prediction, Performance, and Promise: Perspective on Time-Shortened Degree Programs.

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Nov 76

Note—70p.; Proceedings of a conference of time-shortened degree programs (San Francisco, October 15-17, 1975).

Available from—Office of the Chancellor, The California State University and Colleges, 400 Golden Shore, Long Beach, California 90802

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Bachelors Degrees, Conference Reports, *Degree Requirements, *Degrees (Titles), *Educational Alternatives, Educational Policy, Followup Studies, *Higher Education, Opinions, *Program Length, Speeches, Statewide Planning, Time Factors (Learning)

Identifiers—*Time Shortened Degree Programs

Among the papers and presentations are: the keynote speech (E. Alden Dunham); the quality baccalaureate myth (Richard Giardina); the high school/college interface and time-shortening (panel presentation); restructuring the baccalaureate: a follow-up study (Robert Bersi); a point of view (Richard Meisler); more options: less time? (DeVere E. Pentony and Thomas M. Watts); state policy-makers, advocates, neutrals or opponents (John M. Smart and Charles Evans); student responses to time-shortened degree programs (panel presentation, SUNY); time-shortened degree programs in perspective (panel presentation, U.C. Berkeley); and summary (JB Lon Hefferlin). Appendices listing participants and programs represented in the conference are included. (MSE)

ED 135 304 HE 008 672

Gubasta, Joseph L.

Illusions and Realities of Managing for Planned Change.

Pub Date 23 Feb 77

Note—13p.; Paper presented at the California Association for Institutional Research Annual Conference (February 23, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Problems, *Change Strategies, Collective Bargaining, Democracy, *Educational Planning, *Governance, *Higher Education, *Institutional Administration, *Management, Management by Objectives, Organizational Change, School Organization, Theories

Identifiers—Consensus

There are several commonly accepted college and university governance concepts and management styles: (1) the assumption that organizational goals can be precisely defined and that institutional processes are widely understood; (2) the collective bargaining concept, which assumes

that there are fundamentally conflicting interests within the organization; (3) the democratic approach to institutional governance; and (4) the consensus approach, which assumes that institutional authority rests with those who are willing to debate issues and arrive at decisions through mutual agreement. These models have serious shortcomings, both as reflections of reality and as prescriptions for change by leadership. Institutional researchers can play a significant role in the management of planned change if they avoid functioning under many of the present management myths and illusions. Colleges and universities are characterized by hazy goals, an unclear technology, and fluid participation, which make them more difficult to describe, understand, and function in. (Author/MSE)

ED 135 305 HE 008 673

Eighteenth Biennial Report—Part II. Fiscal Year Ending June 30, 1976.

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date 30 Jun 76

Note—207p.

Available from—Office of the Chancellor, Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, Oklahoma 73105

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Accreditation (Institutions), Annual Reports, Budgets, Capital Outlay (for Fixed Assets), Colleges, Degrees (Titles), Educational Finance, Educational History, Expenditures, Federal Aid, Federal Legislation, Fees, Financial Support, *Governing Boards, *Higher Education, Income, Presidents, *State Agencies, *State Boards of Education, State Legislation, *Statewide Planning, Statistical Data, Student Enrollment, Student Financial Aid, Student Loan Programs, Universities

Identifiers—Higher Education Act Title VI, Higher Education Act Title VII, *Oklahoma, Oklahoma College Testing Program, *Oklahoma State Regents

Contents include: (1) an overview of the Oklahoma higher education system, and reports from individual institutions; (2) historical and statistical information on enrollments, degrees, accreditation, student aid, compliance with federal laws (Titles VI-A and VII of the Higher Education Act of 1965), Regents' publications, the Oklahoma College Testing Program, Regents' resolutions and office expenditures, state appropriations acts, budget information, Regents' Loan Fund, current income and expenditures, bonded indebtedness, capital improvements, new college funds, and student fees; and (3) historical records of state and institutional boards, institutions, and presidents. The report covers the period from July 1, 1975 to June 30, 1976; Part I of the biennial report is ED 125 473. (MSE)

ED 135 306 HE 008 674

Durham, G. Homer, Comp.

General Policies of the Utah State Board of Regents Governing the Utah System of Higher Education 1969-1976.

Utah State Board of Higher Education, Salt Lake City.

Pub Date Dec 76

Note—215p.

Available from—Utah State Board of Higher Education, 1201 University Club Building, 136 East Smith Temple, Salt Lake City, Utah 84111

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrative Policy, Affirmative Action, *Board of Education Policy, Budgeting, Chief Administrators, Computers, Educational Finance, Educational Television, Facilities, *Governance, Governing Boards, *Higher Education, Institutional Administration, Institutional Role, Planning, Presidents, Program Administration, *State Boards of Education, State Legislation, Statewide Planning, *Trustees
Identifiers—Higher Education Act 1969 (Utah), *Utah

The general policies followed by the Utah Board of Regents are compiled by the former state commissioner of higher education. Specific actions taken with regard to academic programs and related matters at individual institutions are not included, but statutory provisions that affect board policies are noted in the text. Contents cover: the system of governance under the Utah Higher Education Act of 1969 (including board,

commissioner, and chief institutional officers' roles; individual institutional roles; institutional administration; academic affairs; policies governing major academic program areas; budgeting and educational finance; planning; capital investments; computers and computer policy; educational television; affirmative action; and miscellaneous specific policy matters. Contents are indexed. (Editor/MSE)

ED 135 307 HE 008 675

Trends, Issues, and Policies for Graduate and Professional Education in Michigan.
Michigan State Dept. of Education, Lansing.
Higher Education Management Services.
Pub Date Feb 77

Note—32p.; Page 8 not included due to marginal legibility.

Available from—State of Michigan Department of Education, Lansing, Michigan 48909

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Articulation (Program), *Educational Policy, External Degree Programs, *Graduate Study, Higher Education, *Interinstitutional Cooperation, *Professional Education, Program Evaluation, Program Planning, State Action, State Agencies, *Statewide Planning

Identifiers—*Michigan

A report following up the Task Force on Graduate Education's 1974 recommendations and subsequent state action has three purposes: (1) to define graduate education and to identify those programs considered to be at the first-professional level; (2) to review current national and state trends; and (3) to report on recent cooperative efforts within the state, especially with respect to proposals for external graduate study. It also provides policies on graduate and professional education for consideration by state-level decision-makers in their evaluation of institutional proposals for new expansion of high-cost programs of instruction. (Editor/MSE)

ED 135 308 HE 008 676

Lyons, Paul R.
Program Need Assessment Survey for the Proposed Program in Modern Studies.

Pub Date Jul 76

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, Community Consultants, Community Leaders, Departments, English Departments, *Graduate Study, Higher Education, History Instruction, *Humanities Instruction, Language Instruction, *Masters Degrees, Philosophy, *Program Evaluation, *Program Planning, Program Proposals, Questionnaires, School Personnel, *State Colleges, Surveys

Identifiers—*Frostburg State College MD, Maryland, Modern Studies

In 1975, the departments of English, history, modern foreign languages, and philosophy at Frostburg State College (Maryland) cooperatively proposed a master of arts program in modern studies. A survey was conducted to assess reactions to the program proposal. Three populations were surveyed: (1) undergraduate English, history, and foreign language students; (2) selected public school personnel in local Maryland counties; and (3) individuals in the area who had demonstrated an interest and leadership in promoting the humanities. The results are reported in tabular form, and the questionnaires are included. (MSE)

ED 135 309 HE 008 677

Burdett, Kenneth
The Testing and Sorting Functions of Higher Education. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Nov 76

Note—14p.

Available from—Institute for Research on Poverty, University of Wisconsin, Madison, Wisconsin 53706

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ability Grouping, *Ability Identification, *College Students, Educational Benefits, *Educational Experience, Educational Objectives, Educational Responsibility, *Higher Education, *Institutional Role, *Student Ability
Identifiers—Arrow (J K), Higher Education as a Filter

Some issues raised by J. K. Arrow in "Higher Education as a Filter" are discussed and clarified. The central question is Does higher education, to the extent that it acts as a filter, create new information about the abilities of students, or does it utilize known information to sort students according to their abilities? The creation of new information is termed the testing function of higher education and the sorting of students, the sorting function. The higher education system described by Arrow, in explaining the filter concept, does not create new information, it only performs the sorting function. The testing function is now defined and its relationship to the sorting function considered. (Author/MSE)

ED 135 310 HE 008 678

Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1).

United Nations General Assembly, New York, N.Y.

Pub Date 76

Note—98p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Contracts, Financial Support, Interinstitutional Cooperation, *International Education, *International Programs, *Program Planning, *Universities, *University Administration

Identifiers—*UNESCO, *United Nations University

An annual report prepared for submission to the Secretary-General of the U.N. and the Director-General of UNESCO focuses on activities from July 1974 through January 1976. Summaries cover: establishment of the University Center, the university headquarters; institutional relations (with institutions incorporated into the university, associated institutions, and through contractual arrangements); formulation of program priorities; and fund raising. Program and institutional relations recommendations from the Rector to the Council are appended. (MSE)

ED 135 311 HE 008 679

Health Professions Schools. Selected Enrollment Data 1970-71/1977-78.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No—HRA-77-11

Pub Date Oct 76

Note—611p.

Available from—Program Management Information Section, PES, OBD; Bureau of Health Manpower, Health Resources Administration, Bethesda, Maryland.

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

Descriptors—Dentistry, *Enrollment Trends, Financial Support, Geographic Distribution, *Health Occupations Education, *Medical Schools, Medicine, National Surveys, Optometrists, Pharmacy, *Specialization, *Student Enrollment, Tables (Data), Veterinary Medicine

Identifiers—Capitation Support, Osteopathy, Podiatry

Enrollment data are provided for each school of medicine, osteopathy, dentistry, optometry, pharmacy, podiatry, and veterinary medicine for the academic years 1970-71 through 1977-78. In one section, the schools are classified by discipline, and within each discipline the schools are sorted alphabetically by state; discipline totals are also provided. The information for the schools of medicine, osteopathy, and dentistry includes enrollment data for three-year programs, other programs (two-year, four-year, or longer), and those physicians' assistant and dental therapist programs receiving capitation support. The second section contains summary enrollment data for each DHEW region and by discipline within each region. (Editor/MSE)

ED 135 312 HE 008 680

Degrees Conferred, Kentucky Colleges and Universities 1976.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date 77

Note—204p.; Not available in hard copy due to small print of original document.

Available from—Kentucky Council on Public Higher Education, Capital Plaza Office Tower, Frankfort, Kentucky 40601

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Associate Degrees, *Bachelors Degrees, Church Related Colleges, *College Majors, *Colleges, *Degrees (Titles), *Doctoral Degrees, *Masters Degrees, Private Colleges, Professional Education, State Colleges, State Surveys, State Universities, Tables (Data), Universities

Identifiers—*Kentucky

The total number of associate, bachelor's, master's, doctoral, and first-professional degrees conferred during the 1975-76 fiscal year by 48 higher education institutions is summarized. Undergraduate and graduate seminars are included among the institutions. Data are also given in tabular form for academic major within each institution. (MSE)

ED 135 313 HE 008 681

Donovan, Carl
Report on Student Services and Activity Fee Policies at Four-Year Public Institutions of Washington. A Response to House of Representatives Resolution 1976-66. Report No. 77-12.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Jan 77

Note—146p.; Not available in hard copy due to marginal legibility of original document.

Available from—Council for Postsecondary Education, 908 East Fifth Street, Olympia, Washington 98504

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgeting, College Students, *Fees, Governing Boards, Government Role, Higher Education, Presidents, *State Colleges, *State Legislation, State Officials, *State Universities, *Student Role

Identifiers—Central Washington State College, Eastern Washington State College, Evergreen State College, University of Washington, *Washington, Washington State University, Western Washington State College

The Council was directed by a state House Resolution to report to the House on institutional conformance with the directive, contained in the same resolution, to: (1) adopt procedures for adequate student input in budgeting and expending services and activities fees; and (2) define those programs and activities for which revenue generated from these fees may be expended. The governing boards of the University of Washington, Eastern Washington State College, the Evergreen State College, and Western Washington State College have adopted procedures for involving students in the budgeting of fees; at Washington State University such procedures are spelled out by an official directive of the college president; at Central Washington State College, procedures have been adopted that are described in written communication between the college president and state officials. Budgeting committee composition and reporting procedures vary among the institutions. (Author/MSE)

ED 135 314 HE 008 682

Cowley, W. H.
The Administration of American Colleges and Universities.

Pub Date May 57

Note—13p.; Paper prepared for a meeting of administrators from institutions of higher education in Japan.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Organization, *Administrative Principles, Alumni, College Faculty, College Students, *Educational Administration, Foreign Countries, *Governance, *Higher Education, Policy Formation, Power Structure, Trustees

Identifiers—Japan

Administration can be defined as getting the work of an enterprise done; good administration constitutes a disciplined effort to keep the enterprise operating effectively, at top form. Four concepts characterize the structure of American higher education: diversity, equalitarianism, local control, and mixed state and private enterprise; some of these qualities are uniquely American, and some may be used as models for higher education in other nations. Policy-making in American higher education has three central tendencies: (1) participation of several distinct groups (lay trustees, professoriate, students, and alumni) in governance; (2) the diversified mem-

bership of boards of trustees, as compared with the historical clergy board; and (3) the influence of teachers in defining teaching and research policy. There are six central concepts in the operational control of American higher education: (1) administration as an ordered plan for performing the organization's work; (2) a stable organization is required; (3) authority and lines of authority must be established; (4) authority involves willing cooperation; (5) an administrator must be an able and persuasive communicator of ideas and sentiments; and (6) able and persuasive communication is the primary factor in good administration. What American educators have learned from these tendencies and concepts may be useful to educators in other countries, specifically in Japan. (Author/MSE)

ED 135 315 HE 008 683

Shuman, Sharon A. Sedlacek, William E.
An Evaluation of a Women's Studies Program.
Maryland Univ., College Park. Counseling Center.

Report No.—6-76

Pub Date 76

Note—16p.

Available from—Counseling Center, University of Maryland, College Park, Maryland 20742

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitude Tests, Comparative Analysis, Course Evaluation, Educational Objectives, *Females, Interest Research, *Program Attitudes, *Program Evaluation, Self Concept, Sex Role, Sex Stereotypes, Statistical Analysis, Statistical Studies, Student Attitudes, Surveys, *Womens Education, *Womens Studies, Women Teachers

Identifiers—Ben (S L), Tennessee Self Concept Scale, *University of Maryland (College Park) Four Hundred and twenty-nine students enrolled in nine women's studies courses and 72 students (a comparison group) enrolled in an undergraduate psychology class were compared on demographic and attitudinal variables relating to educational plans and goals, women's issues and course evaluation, as well as the Bem measure of female stereotyping and the Tennessee Self Concept Scale. Using statistical analyses, results showed that women's studies courses are of interest largely to women, are taught mostly by women, and are offered by and taken by individuals in Arts and Humanities and Behavioral and Social Sciences. Students perceive the courses as rigorous, and report an increased awareness of sex roles and the situation of women in society as a result of taking the courses. However, no significant changes in self-concept over one semester could be attributed to taking the courses. Methodological problems and a discussion of findings in relation to previous research are provided. (Author/MSE)

ED 135 316 HE 008 687

Matross, Ronald P.

A Profile of Public Interest Research Groups.
Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 10 Feb 77

Note—18p.

Journal Cit—OSA Research Bulletin; v17 n9

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Budgets, *Colleges, *Consumer Protection, Financial Support, Institutional Role, Personnel, *Research, *Research Projects, Surveys, *Universities

Identifiers—Minnesota, *Public Interest Research Groups, Queens College (City University of New York), University of Minnesota

Twenty-six public interest research groups (PIRGs) were surveyed on aspects of their organizations. Key findings include: (1) most PIRGs concentrate primarily on public interest issues rather than campus-specific issues; (2) most have four or fewer full-time staff and annual budgets of less than \$50,000; (3) most are supported by six or fewer campuses with a mandatory fee at their largest supporting campus; (4) all the PIRGs surveyed felt that other consumer action groups are favorable toward them; (5) many have encountered opposition from special interests; and (6) most see their resources and activities increasing. The Minnesota Public Interest Research Group stands first in the number of campuses from which it collects (16) and second in size of its annual budget and full-time staff. In dollar amounts, the University of Minnesota is the second largest contributing campus to a PIRG, second to Queens College. (Author/MSE)

ED 135 317

HE 008 688

Edwards, Mary Ann

College Student Perceptions, 1974 Freshmen Degree, Major, and Career Plans.

State Univ. of New York, Buffalo. Student Testing and Research Office.

Pub Date Nov 76

Note—48p.; Some charts may reproduce poorly

Available from—Student Testing and Research, 316 Harriman Library, State University of New York, Buffalo, New York 14214

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Choice, *College Freshmen, *College Majors, Degrees (Titles), Equal Education, Females, Higher Education, Males, School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, Tables (Data)

Identifiers—New York, *State University of New York Buffalo

The population studied is the group of 2,329 students who entered SUNY/Buffalo as full-time freshmen in the fall of 1974; 89 percent are represented in the study. Data are reported on: major distribution, by both sex and total numbers; certainty of major choice; factors influencing choice of major; academic degree expectations, by program (equal opportunity versus regular admission), sex, and discipline; career choice; certainty of career choice; and reasons for career choice. (MSE)

ED 135 318

HE 008 689

Coles, H. William

College Student Perceptions, 1975 Freshmen Academic and Career Attitudes and Expectations.

State Univ. of New York, Buffalo. Student Testing and Research Office.

Pub Date Oct 76

Note—77p.; Not available in hard copy due to small print of original document.

Available from—Student Testing and Research, 316 Harriman Library, State University of New York, Buffalo, New York 14214

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Characteristics, College Faculty, *College Freshmen, College Majors, Degrees (Titles), Educational Experience, Higher Education, School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, *Student College Relationship, *Student Opinion, Tables (Data), Teacher Characteristics

Identifiers—New York, *State University of New York Buffalo

Descriptions of characteristics of entering freshmen are useful in identifying an important segment of the university population and in detecting changing trends and attitudes that could significantly affect the functions of the university. In a survey of freshmen at SUNY/Buffalo, results indicated that: entering freshmen are extremely optimistic in their expectations of the institution. They were enthusiastic about attending and expected their faculty and administrators to be bright, fair, and able to communicate their skills and knowledge to the students; they were nearly unanimous in their intentions of obtaining a bachelors degree, and a great many intended to obtain graduate degrees; when grouped by majors, noticeable differences were apparent among students in their certainty about major field choices, reasons for the choices, degree plans, attitudes about college attendance, and expectations of faculty and administrators. Much of the data are given in tables and include narration. (Author/MSE)

ED 135 319

HE 008 690

Scott, Robert A.

The Opening of Admissions: The Case of the State University of Agape System.

Pub Date [77]

Note—27p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Principles, Administrative Problems, Boards of Education, *College Admission, Colleges, Community Colleges, *Computer Oriented Programs, Educational Supply, *Higher Education, *Information Networks, Institutional Administration, Race Relations, School Registration, Student Application, *Systems Development, Universities

Identifiers—Autonomy

The system of higher education in Agape (a fictitious name for a real place) is the result of a board of regents decision to consolidate eight campuses (two four-year and six community colleges) and to develop a coordinated program that would simplify admissions and make higher education available to all of its citizens. At the time of consolidation into a single system, a unique, computer-assisted, admissions planning, counseling, and processing was established. A set of 13 philosophical and administrative guidelines was used in developing the system. Special problems arose in the process of implementing it: autonomy, racial issues, and lack of experience were significant among them. (Author/MSE)

ED 135 320

HE 008 691

Salley, Charles D. And Others

A Review of Economic Multipliers for Post-Secondary Institutions with Selected Models Applied to Georgia State University. Report No. 77-5.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date Sep 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Calculation, *Community Involvement, *Economic Factors, Educational Economics, Guides, Higher Education, *Income, *Local Issues, Mathematical Applications, Models, *School Community Relationship, Urban Studies

Identifiers—Georgia (Atlanta), *Georgia State University

The extent of the direct sources of economic stimulus by Georgia State University in Atlanta is estimated. The initial sources of positive economic impact are the local purchases by the university, the payroll spending of its faculty and staff, and spending by students drawn to the local area by the university. This study used techniques developed in similar inquiries at other postsecondary educational institutions. Since the initial expenditures generate additional income in the local area, the university's total economic impact is some multiple of the direct expenditures. This study also examines several techniques commonly used to calculate this local multiplier. The study complements the American Council on Education's guide, "Estimating the Impact of a College or University on the Local Economy" (1971). Whereas the guidebook focuses on estimating the university's initial spending impact, this study is a handbook for the actual calculation of specific multiplier values for the local community under investigation. (Author/LBH)

ED 135 321

HE 008 692

Van Alstyne, Carol

Comments on "The Financial State of Higher Education: A Special Report."

Pub Date Oct 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Colleges, Discriminant Analysis, *Educational Economics, *Educational Finance, Evaluation Criteria, Financial Policy, *Financial Problems, *Higher Education, Information Sources, Logic, National Surveys, Periodicals, Private Colleges, Standards, State Colleges, State Universities, *Statistical Analysis, Textual Criticism, Universities, *Validity

Identifiers—Change (Magazine), HEGIS, Higher Education General Information Survey

This memorandum contains a response to an article in "Change" magazine by Andrew Lupton, John Augenblick, and Joseph Heyison, September 1976. The article presented the results of a study grouping a national sample of colleges and universities into categories according to their financial health. The author's reservations about the "Change" analysis extend to the period of time covered by the study, the sample of institutions included, narrowness of the information base, application of discriminant analysis, arbitrariness of the scale of financial health, circularity in the model, measures of statistical confidence that were reported, use of the same indicators for both private and public institutions, interpretation of the key health indicators used, reliance on HEGIS data, and treatment of the panel ratings as a consensus on financial indicators. (MSE)

ED 135 322

HE 008 693

Trivett, David A.

Continuing Education for the Professions. ER-IC/Higher Education Research Currents.

George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date Feb 77
Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, Certification, *Continuing Education Units, Employment Qualifications, Engineering Education, Engineers, Health Occupations, Literature Reviews, Medical Education, Needs Assessment, Personal Interests, *Professional Continuing Education, *Professional Education, *Professional Occupations, *Professional Personnel, *Professional Training, Psychologists, Technological Advancement

Continuing education for professionals (CEP) may be defined as the formal or informal training an individual professional undertakes after the end of his basic professional education. Despite the implicit relationship between professionalism and CEP, continuing education has long been a tangential concern in the study of professional education. As it is, CEP is a complex phenomenon with different forms of organization, varying methods of delivering instruction, and numerous methods for acquiring financial support. Many professions have shown an interest in improving CEP, and there is some awareness that the original professional education will have to be planned with continuing education in mind. New recognition of the need for CEP to serve several purposes (changing licensure regulations, technological advances, and changing personal goals as well as professionalism) is apparent in such fields as psychology and engineering, and its importance is recognized in medicine as well. Programs underway suggest that future CEP efforts will focus on techniques by which individuals can assess needs and prescribe learning activities by evaluation of their own practice. Also in the wings is more debate over the question of legally mandated CEP. (An extensive bibliography is included.) (Author/MSE)

ED 135 323 HE 008 694

Bender, Louis W.

Federal Regulation and Higher Education. ERIC/Higher Education Research Report Number 1.

George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date Mar 77

Note—88p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Problems, Costs, Educational Accountability, *Educational Administration, *Federal Government, *Federal Legislation, Financial Support, Governance, *Government Role, *Higher Education, Literature Reviews, Program Administration

Identifiers—Autonomy, Buckley Amendment, *Federal Regulation

Federal funds are an essential component to the fiscal vitality of higher education; however, in recent years the award of these funds has been contingent on complying with federal regulations. This monograph explores the nature of regulatory practices to determine if federal regulations have altered governance patterns or infringed on institutional autonomy. First, the evolution of federal influence on higher education since 1936 is reviewed, with a detailed discussion of regulations in effect since 1970 (including affirmative action, student financial aid, institutional aid programs, the Buckley Amendment, and categorical aid). There is discussion of how regulations are written, federal accountability versus institutional autonomy, recommendations for reform, costs to institutions, resultant program changes, and the implication of federal regulations for higher education administration in the future. An extensive bibliography is included. (Editor/MSE)

ED 135 324 HE 008 695

Baker, Curtis O. Wells, Agnes Q.
Students Enrolled for Advanced Degrees, Fall 1973.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-76-111
Pub Date 76

Note—103p.; Not available in hard copy due to marginal legibility of original document.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Doctoral Programs, Females, Graduate Students, *Graduate Study, Males, *Masters Degrees, National Surveys, Part Time Students, *Professional Education, *Specialization, *Student Enrollment, Tables (Data), Units of Study (Subject Fields), Universities
Identifiers—Full Time Students, HEGIS, Higher Education General Information Survey

Data are based on information from the 15th annual survey of students enrolled for advanced degrees in the United States. The data were required as part of HEGIS in the fall of 1973. The report provides summaries by state, discipline specialty, institutional control and level. Sex of student, attendance status, individual institution, and level of enrollment are also included as variables. (MSE)

ED 135 325 HE 008 696

Birnbaum, Robert

The Impact of Open University Access in Wisconsin.

Wisconsin Univ., Oshkosh.

Pub Date Nov 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, *Admission Criteria, *College Admission, College Graduates, *Competitive Selection, Costs, Degrees (Titles), Economic Progress, Employment Opportunities, Followup Studies, *Futures (of Society), Graduate Surveys, Investigations, *Open Enrollment, Universities
Identifiers—*University of Wisconsin Oshkosh, *Wisconsin

In an effort to find out the costs of more selective admission to the University of Wisconsin, UW-Oshkosh examined the progress of students who entered the university as freshmen in the 1960-61 academic year, when admission was relatively "open." Results showed that the state could save millions of dollars a year if it restricted admissions to students graduating in the top half or top three-quarters of their high school classes. If UW-Oshkosh had admitted students only in the top half of their classes between 1960 and 1975, Wisconsin would have lost over 780 college graduates, 245 of whom would have later earned graduate degrees. Most of them would not have been able to occupy the positions they now have or may have in the future, because they require college degrees. These projections are conservative, since they are based on the 1960 class size, while class sizes have increased. A more restricted admissions policy could have a significant impact on the economic and social development of the state. (Author/MSE)

IR

ED 135 326 95 IR 003 590

Steiger, JoAnn M.

Report and Guidelines on Improving the Retrieval of Product Information from ERIC. Final Report.

Steiger, Fink and Smith, Inc., McLean, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Oct 75

Contract—NIE-P-75-0050

Note—138p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Abstracting, Codification, Computer Oriented Programs, Indexing, Information Processing, *Information Retrieval, Information Systems, *Input Output Analysis, *Merchandise Information, *Program Descriptions, *Search Strategies, Thesauri, Use Studies
Identifiers—Educational Resources Information Center, ERIC

The purpose of this project was to provide guidance to ERIC on how to facilitate product information retrieval. Information on practitioner

needs, on the use of descriptors and abstracting procedures, and on alternatives for improving the system was gathered and circulated to NIE staff members. The resulting document described three alternative ways of improving access to practitioner oriented documents and presented draft guidelines for writing abstracts. The alternatives were: revising the method of descriptor assignment to produce documents; revising and expanding subtype codes; and creating a separate system for all products, programs, and practice documents. This document was then sent out to all clearinghouse directors, directors of ERIC search services, and others with a request for comments. The responses were summarized, sample abstracts were developed and six recommendations were made: (1) subtype codes should be refined, pilot tested, and refined again; (2) inter-clearinghouse inconsistency in indexing and abstracting should be reduced; (3) guidelines for abstracting product information should be agreed upon and entered into the Thesaurus; (4) successful computer search strategies for retrieving product documents should be available to all; (5) existing product information systems should be considered for coordination with ERIC. The above documents are presented in this report along with the responses. (DAG)

ED 135 327 IR 004 276

Cannara, A. B.

Experiments in Teaching Children Computer Programming. Technical Report No. 271. Psychology and Education Series.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 76

Grant—NSF-FJ-443X

Note—134p.; For related document see ED 111 347; Ph.D. Dissertation, Stanford University

Available from—Stanford University, Institute for Mathematical Studies in the Social Sciences, Stanford, California 94305

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Computer Assisted Instruction, Elementary Education, Experimental Programs, *Experimental Teaching, *Programming
Identifiers—LOGO, Simper

Two experiments are conducted to observe how children, ages 10-15, who have not previously used a computer, will learn concepts relevant to computer programming languages. The interpreters used are LOGO and SIMPER. Subjects are pretested with an instrument developed to predict ability to manage the concepts. They are then given group instruction on a weekly basis with individual practice four days a week. Tele-types, for the most part, are used to interact with the computer, and tutorial assistance is given. After the first experiment the order of presentation is altered. The results of both experiments lead to the identification of changes that are needed in the interpreters and to suggestions for further revisions in curriculum design. The report is supported by tables, and by appendices including a third interpreter, SPM, and aptitude testing details. (WBC)

ED 135 328 IR 004 277

The Mechanized Information Center. Third Annual Report, February 1, 1973- January 31, 1974.

Ohio State Univ., Columbus.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Information.

Report No.—MIC-AN-03

Pub Date Jan 74

Grant—GN-27458

Note—221p.; Report prepared by the Mechanized Information Center

Available from—Mechanized Information Center, 1827 Neil Avenue, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Computer Programs, *Data Bases, *Information Centers, Information Dissemination, *Information Processing, *Information Retrieval, Information Services, *Information Storage

Identifiers—Institute for Scientific Information, Mechanized Information Center, Pandex

The Mechanized Information Center (MIC) at Ohio State University conducts retrospective and current awareness searches using data bases for agriculture, chemistry, education, psychology, and social sciences, as well as a multidisciplinary

data base. Described in the report are the history and background of MIC, the data bases, information services, system, planning and operation of an integrated subject file, and marketing programs and studies. The report is supported by tables and figures, and is supplemented by five appendices. (WBC)

ED 135 329 IR 004 285

Fortie, Michael

Cognitive Processes for Evaluating the Credibility of Television Content.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 5 Sep 76

Grant—OCD-90-C-247

Note—11p.; Paper presented at the American Psychological Association (Washington, D.C., September 5, 1976); For related documents, see IR 004 285-290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, Adults, Changing Attitudes, Children, *Cognitive Processes, *Commercial Television, Credibility, Critical Thinking, *Evaluative Thinking, Information Sources, *Television Research, *Television Viewing

Two samples, the first consisting of 13 and 16-year-olds and adults, the second consisting of children from kindergarten, second and sixth grades, are interviewed to measure the cognitive processes used to evaluate the credibility of television content. Additional goals include measuring the relationship between the use of these cognitive processes and the degree of credibility ascribed to television content or the degree of attitude change, taking into account sex, age, and ethnic background. Six cognitive processes are found which belong either to information sources outside television or to information about the industry itself. It is found that conceivability is the most frequently used source of information outside of television, and information about the television industry itself the most frequently used among television-related information sources. (WBC)

ED 135 330 IR 004 286

Graves, Sherry L.

Content Attended to in Evaluating Television's Credibility.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 5 Sep 76

Grant—OCD-90-C-247

Note—11p.; Paper presented at the American Psychological Association (Washington, D.C., September 5, 1976); For related documents, see IR 004 285-290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, Adults, Children, Commercial Television, Content Analysis, *Context Clues, Credibility, *Television Research

Determining what aspects of television entertainment program content influence a viewer in his decision about the real/pretext nature of that content was the purpose of this study, in which interviews were conducted with children, adolescents, and adults. Interview responses were coded in categories of content cues, with the coding of content attended to being more extensive for the children's responses. Examples of categories used include: program name, program type, production techniques, types of action, plot lines, and objects on the set. Findings show that younger children tend to utilize more specific and concrete aspects of television content in making evaluative decisions and that, with increasing age, there is a decreased use of specific content cues and an increased use of the more general. Further research is being conducted to assess if teaching content cue interpretation to children is sufficient to alter the impact, and/or to make children more critical consumers of television. (STS)

ED 135 331 95 IR 004 287

Graves, Sherry L.

Overview of the Project. [Credibility of Television Content].

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 5 Sep 76

Grant—OCD-90-C-247

Note—9p.; Paper presented at the American Psychological Association (Washington, D.C., September 5, 1976); For related documents, see IR 004 285-290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, Childhood Attitudes, *Children, Commercial Television, *Critical Thinking, Evaluative Thinking, Parent Child Relationship, Social Influences, Television Commercials, *Television Research, Television Surveys, *Television Viewing

While it may not be possible to change the content of television, it may be possible to modify its effects on children by making them more critical viewers. The objectives of this project are threefold: to identify processes children use, or can be taught to use, to discriminate the applicability to their own lives of varieties of television content; to develop techniques parents can use to teach children these processes; and to demonstrate that children taught these processes will use them. Phase 1 of the project seeks to determine developmental trends, differences among those ascribing different degrees of credibility to television, and ethnic group differences. Phase 2 seeks to determine experimentally attitude changes and non-changers among young children. Information about critical evaluation skills of children, adolescents and adults provided by these two phases will lead to the final phase, the experimental testing of the efficacy of various critical evaluation skills. Details of Phases 1 and 2 are contained in papers by Erin M. Phelps, Judith Lemon, Aimee Dorr Leifer, Sherry L. Brown Graves, and Michael Forte. (WBC)

ED 135 332 95 IR 004 288

Leifer, Aimee D.

Factors Which Predict the Credibility Ascribed to Television.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 5 Sep 76

Grant—OCD-90-C-247

Note—17p.; Paper presented at the American Psychological Association (Washington, D.C., September 5, 1976); For related documents, see IR 004 285-290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, Childhood Attitudes, *Children, Commercial Television, Credibility, *Critical Thinking, Social Influences, *Television Research, Television Surveys, *Television Viewing

In an effort to identify critical evaluation skills, interview information is analyzed looking at four types of differences: differences between age groups, differences between children who did and did not change their attitudes after viewing an entertainment program, differences among those who ascribed varying degrees of credibility to television content, and differences among white, black and Puerto Rican subjects. Disconfirmed hypotheses included the importance of the content decided about, the importance in itself of accurate knowledge of the television industry, the type of real/pretext decisions children make, and the adjudged accuracy of children's decisions. The five critical evaluation skills which are tentatively identified are (1) explicit and spontaneous reasoning, (2) readiness to compare television content to outside sources of information, (3) readiness to refer to industry knowledge in reasoning about television content, (4) tendency to find television content more fabricated or inaccurate, and (5) less positive evaluation of television content. (WBC)

ED 135 333 95 IR 004 289

Lemon, Judith

Teaching Children to Become More Critical Consumers of Television.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 5 Sep 76

Grant—OCD-90-C-247

Note—9p.; Paper presented at the American Psychological Association (Washington, D.C., September 5, 1976); For related documents, see IR 004 285-290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aggression, *Children, Commercial Television, *Content Analysis, Critical Thinking, Educational Games, Evaluative Thinking, Parent Child Relationship, Stereotypes, *Teaching Methods, *Television, *Television Viewing, Violence

With television operating as an important socializing influence, children need to become critical consumers and they can be taught the necessary evaluative skills. Explicit discussion is seen as a means of developing awareness of various

facets of TV programming, e.g., the relationship of reality to content, stereotyped images presented, any bias which may be introduced by the commercial basis of much TV production. Games are suggested as a method to be used by parents and children, and the TV industry is asked to provide more examples of how programs are produced as well as more explicit labeling for programs based on true incidents. The single most important means of transmitting these skills is seen to be co-viewing and discussion with parents. (KP)

ED 135 334 95 IR 004 290

Phelps, Erin M.

Knowledge of the Television Industry and Relevant First-Hand Experience.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 5 Sep 76

Grant—OCD-90-C-247

Note—11p.; Paper presented at the American Psychological Association (Washington, D.C., September 5, 1976); For related documents, see IR 004 285-290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Commercial Television, *Economic Education, Programming (Broadcast), *Television Research, Television Viewing

Potential profits in terms of advertising supports and audience size are usually the determinants of what entertainment programs are broadcast on television. Interviews conducted with children, adolescents, and adults show that understanding of this economic basis for the selection process for entertainment programming increases with age. This knowledge had been gained primarily from reading, with the least knowledge gained from actual experience. Further research will attempt to determine whether information about the television industry will encourage people to be more evaluative of programming. (STS)

ED 135 335 IR 004 301

DeHart, Florence E.

An Operational Systems Approach Toward the Evaluation of Library School Faculty: The Fried Transdisciplinary Model of Technological and Social Organization Applied to the Academic Institution's Policies and Practices Related to Faculty Performance and Working Environment.

Emporia Kansas State Coll.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Responsibility, Educational Accountability, *Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, Faculty Workload, *Library Schools, Teacher Administrator Relationship, Teacher Morale, Teacher Responsibility, Work Environment

Identifiers—Fried (Jacob), *Fried Transdisciplinary Model

Present evaluation techniques depend heavily upon student input, with little or no reference to the circumstances under which faculty work. Using the Fried Transdisciplinary Model in evaluating faculty would do much to alleviate this situation. Questions about quality of performance would still be considered under the Task Requisites Zone of the Fried Model. However the Institutional Responses Zone would force consideration of the working environment, and the amount of control held by the faculty over their situations. (WBC)

ED 135 336 IR 004 321

King, Donald W. And Others

Statistical Indicators of Scientific and Technical Communication (1960-1980) Volume II: A Research Report.

King Research, Inc., Rockville, Md.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Information.

Pub Date May 76

Contract—NSF-C878

Note—571p.; For related document, see IR 004 374; Best Available Copy

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Data Analysis, *Data Collection, Data Processing, *Information Dissemination, *Mathematical Models, Publishing Industry, Tables (Data), Technical Reports

Identifiers—*Indicators, *Scientific and Technical Information

This is the second of four reports representing an effort to develop a system of indicators of scientific technical information. This particular report is concerned with the data analyses which led to the system of statistical indicators described in the first report. It includes a discussion of the overall framework upon which the study was based as well as of the analysis and mathematical models used to generate the indicators. It is organized into sections covering the major functions involved in the communication of scientific and technical information—research and information generation, trends in publishing and technical information, acquisition and storage of information, organization and control, identification and physical access, assimilation and use of information, and total cost of communicating scientific and technical information. The report is heavily illustrated with graphs and charts. The background and trends for this data are discussed in the first volume (IR 004 374). (Author/DAG)

ED 135 337 IR 004 337
Yates, Dudley

The Impact of Regional Accrediting Agencies upon Libraries in Postsecondary Education.
Tennessee Technological Univ., Cookeville.
Spons Agency—Southeastern Library Association, Tucker, Ga.
Pub Date 3 Nov 76

Note—17p.; Paper presented at the Biennial Conference of Southeastern Library Association (Knoxville, Tennessee, November 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accountability, *Accreditation (Institutions), College Libraries, Evaluation Methods, *Higher Education, *Library Standards, Public Opinion, Regional Programs, University Libraries

Identifiers—Southeastern Library Association
In this age of accountability, accreditation commissions face criticism from higher education professions and the public. Although agencies have committed their energies to protect the general public from inferior educational institutions, they appear to be insensitive to the effects of changes in education. There is a need to rank schools of higher education; and, since institutional programs are reflected by the support of their academic libraries, the lack of uniformity in library evaluation theory and practice is a critical problem. Accrediting agencies must define acceptable levels of library services and resources to become more accountable to the public. Selected results of a survey of Southeastern Library Association members on library evaluation are mentioned. (Author/KP)

ED 135 338 IR 004 355
Bostic, Paul

Proposal for a Combined Public and School Library.
Anderson County Schools, Clinton, Tenn.
Pub Date 6 Nov 76

Note—9p.; Paper presented at Biennial Conference of Southeastern Library Association (27th, Knoxville, Tenn., November 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cooperative Planning, Financial Support, Interagency Cooperation, *Library Cooperation, *Library Expenditures, Library Planning, *Library Role, Public Support, *School Community Cooperation, School Libraries

The increased competition for public funds will soon make inter-agency cooperation a necessity. In particular, the merging of school and public libraries will result in a reduction in duplication of services and savings in the areas of personnel services, building space, and acquisition of materials. The planned high school for Anderson County is expected to become a community school complex with shared facilities for use by all age groups in the County. (STS)

ED 135 339 IR 004 365

National Commission on New Technological Users of Copyrighted Works Meeting Number Eight (Los Angeles, California, September 16-17, 1976). Vol. 1 and 2.

National Commission on New Technological Users of Copyrighted Works, Washington, D.C.
Report No—PB-259-749
Pub Date Sep 76

Note—371p.; For related documents see ED 127 935-942

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Advisory Committees, Computer Oriented Programs, Computers, *Copyrights, Data Bases, Federal Legislation, Information Retrieval, *Information Science, Information Storage, *Information Systems, Information Utilization, Laws, Legal Problems, Meetings, Policy, *Reproduction, *Technology Identifiers—Fair Use, National Comm New Tech Uses Copyrighted Works

Several presentations were made at the eighth meeting of the National Commission on New Technological Uses of Copyrighted Works (CON-TU). The president of the Association for Computing Machinery addressed the issue of interactions of computer technology and economics, education, and society. A representative from the Center for Educational Media (NICEM) discussed the relation of the information storage and retrieval system of nonprint materials to the proposed copyright changes. Representatives from Documentation Associates Information Services, Inc. presented their views of copyright implications to the information brokerage business, especially the legality of their services and their accessibility to data bases. Representatives from Rand Corporation and Stanford Research Institute discussed respectively the technological advances of the computer, and implications and cases of computer abuses. Issues dealing with the copyrightability of computer programs, protecting investment in computer software, enforcement problems, fair use, and possible results of copyright legislation on users and producers were also covered in presentations and commission staff discussions. (SC)

ED 135 340 IR 004 374
King, D. W. And Others

Statistical Indicators of Scientific and Technical Communication (1960-1980) Volume I: A Summary Report.

King Research, Inc., Rockville, Md.
Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Information.
Pub Date 20 Dec 76

Contract—NSF-C878
Note—97p.; For related document, see IR 004 321

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00295-3, \$2.05)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administration, Comparative Statistics, *Information Dissemination, Management, Publications, Scientific Enterprise, Statistical Data, *Statistical Surveys, Tables (Data), *Technical Reports

Identifiers—*Indicators, *Scientific and Technical Information

This report represents the first year of an effort to develop a system of indicators of scientific technical information. It examines the growth of scientific books, journals, reports, patents, and dissertations and is directed toward helping planners and policymakers evaluate the status of scientific and technical communication in the nation. Other growth trends covered include the number of scientific and technical book titles, copies sold per book title, and revenue per title. The report is heavily illustrated with graphs and charts, and data are presented for intervals of one year beginning with 1960. The framework leading to the system of the above statistical indicators and the analysis of data are presented in a second volume (IR 004 321). (Author/DAG)

ED 135 341 IR 004 376

1976 Ohio Directory of Libraries with Statistics for 1975.

Ohio State Library, Columbus.
Spons Agency—Ohio State Library Board, Columbus.
Pub Date 76

Note—132p.; For related document, see IR 004 442

Available from—State Library of Ohio, 65 South Front Street, Columbus, Ohio 43215

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Advisory Committees, Audiovisual Aids, *Directories, Instructional Materials Centers, *Libraries, *Library Cooperation, Library Networks, Library Services, Public Libraries, *Statistical Data Identifiers—*Ohio

In 1976 the State Library of Ohio compiled a directory of Ohio libraries including statistical

data for the preceding year. Listed are: (1) area library service organizations, (2) public libraries by county, (3) libraries in post secondary educational institutions, (4) school library media centers, (5) special libraries and institution libraries, (6) state library advisory groups, (7) association members, (8) multicounty library cooperative projects, and (9) a summary of library statistics. Libraries are listed alphabetically according to city, with address, telephone number, and names of assistant librarians, department heads and coordinators. (AP)

ED 135 342 IR 004 385
Sim, Yong Sup

A Self-Guided Library Tour Method at Mercer County Community College. The Learning Theory and Applications Module.

Mercer County Community Coll., Trenton, N.J.
Pub Date Aug 76

Note—37p.; Practicum presented to Nova University in partial fulfillment for the degree of Doctor of Education.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Libraries, *Library Guides, *Library Instruction, Library Programs, *Orientation, Orientation Materials

As a replacement of the conventional staff-guided group tour for new students at Mercer County Community College, a self-guided tour method was developed. This method utilized a recorded cassette tape and number coded floor plan. With this method, students can be oriented in a meaningful way within their library, at their own pace with no loss of class time. Appendices include a classroom survey form, a questionnaire for new students and an evaluation form for the tour. (Author/AP)

ED 135 343 IR 004 388
Ng Wai-Kong

The Effectiveness of Feedback in Minicourse/Microteaching in Improving Teaching Skills: A Review and Proposal for Further Studies.

University of Science, Penang (Malaysia).
Pub Date 77
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Change, Demonstrations (Educational), Feedback, Instructional Media, *Microteaching, *Preservice Education, Research Proposals, Research Reviews (Publications), *Student Teaching, Teacher Education, Teaching Experience, Teaching Skills, *Video Tape Recordings

The use of videotape is a critical element in minicourse and microteaching for teacher preparation, yet its role and function have not been systematically researched. Recent studies examining audience and videotape feedback to explain the effectiveness of minicourse and microteaching obtained inconsistent findings. It is suggested that the mostly unrecognized modelling aspect of videotape feedback could be a useful variable for further investigation of the problem. This paper postulates that feedback modelling via the videotape medium in a perceptual or a symbolic approach could enhance student trainees' teaching skills and performance. (SC)

ED 135 344 IR 004 395

NEXUS: Final Report to the Fund for the Improvement of Postsecondary Education.

American Association for Higher Education, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date 29 Oct 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Change, Educational Innovation, Financial Support, Higher Education, Information Dissemination, Information Retrieval, *Information Services, *Information Systems, *Postsecondary Education, Program Development, Program Evaluation, Tables (Data)

Identifiers—Fund for Improvement of Postsecondary Education, *NEXUS

A telephone-based referral service is provided by NEXUS, an information system on postsecondary education with emphasis on educational reform and innovation. This report summarizes the development and activities of the project from July, 1974 to June, 1976, as supported by

the Fund for the Improvement of Postsecondary Education. Described are: (1) the developmental stages of the project; (2) activities in establishing the information system, promoting its service, responding to information needs, financing the program, and dissemination; (3) internal and external program evaluation; and (4) conclusions about the system's impact. Quantitative data regarding the user and the service are included. (SC)

ED 135 345 IR 004 396

Burns, Edward
General Data Simulation Program.
Pub Date 76
Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Programs, Educational Psychology, Educational Research, *Program Descriptions, Programming, *Simulation
Identifiers—FORTRAN IV

Described is a computer program written in FORTRAN IV which offers considerable flexibility in generating simulated data pertinent to education and educational psychology. The user is allowed to specify the number of samples, data sets, and variables, together with the population means, standard deviations and intercorrelations. In addition the format and method of data output may be specified. (WBC)

ED 135 346 IR 004 420

Criminal Justice Audiovisual Materials Directory.
Law Enforcement Assistance Administration
(Dept. of Justice), Washington, D.C.
Pub Date Oct 76
Note—265p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 027-000-00436-9. \$2.05)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.
Descriptors—*Audiovisual Aids, Correctional Education, Courts, *Criminology, *Directories, Indexes (Locators), Instructional Aids, Instructional Media, Law Enforcement, Police Action, Police Community Relationship, Prevention, Public Affairs Education, Social Action

This source directory of audiovisual materials for the education, training, and orientation of those in the criminal justice field is divided into five parts covering the courts, police techniques and training, prevention, prisons and rehabilitation/correction, and public education. Each entry includes a brief description of the product, the time required for use, the cost, and distributor's address. (DAG)

ED 135 347 IR 004 425

The EUDISED Project: Present Situation, Problems and Prospects.
Council for Cultural Cooperation, Strasbourg (France).

Report No—DEC s/Doc (76) 1 revised
Pub Date 2 Feb 76
Note—7p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracting, *Computer Oriented Programs, Data Bases, Indexing, *Information Networks, Information Services, Information Systems, *International Educational Exchange, International Organizations, International Programs, *Research Utilization
Identifiers—EUDISED, *European Documentation and Information System

Established in 1968, The European Documentation and Information System for Education (EUDISED) has passed through several developmental stages. Initially, early attempts to apply computer techniques to educational documentation and information were not coordinated between European countries. Interest in the American ERIC system resulted in two studies. The first study (1970) concerned the problems of using a common thesaurus of descriptors and a common format. The second study (1971) designed a proposed system. In 1974, the multilingual EUDISED Thesaurus was published and field experiments began to test the proposed system. In the primary experiment twelve national agencies completed a common worksheet on selected R & D projects in their countries, and the results were published in the EUDISED R & D Bulletin. This and other experiments led to increased standardization between countries regard-

ing indexing, abstracting, and dissemination. Present concerns are for the maintenance of a self-sustaining system; the expansion of computer access to all agencies; and the access to ERIC material and data from various international organizations. (DAG)

ED 135 348 95 IR 004 430

Pearson, Karl M. Montague, Eleanor A.
The Founding of the Western Interstate Library Coordinating Organization: A Narrative Final Report on the Project "Initiating the Design and Development of a Western Interstate Bibliographic Network."

Western Interstate Commission for Higher Education, Boulder, Colo.; Western Interstate Library Coordinating Organization, Boulder, Colo.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 30 Sep 76
Grant—CRL-G-614

Note—40p.; For related documents, see IR 004 423-424.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, *Interstate Programs, *Library Networks, Professional Continuing Education, Program Descriptions, Program Design, *Program Development, *Regional Cooperation, *Regional Libraries, Research, Resources

Identifiers—*Western Interstate Bibliographic Network, *Western Interstate Library Coordinating Org, WILCO

With the assistance of a grant from the Council on Library Resources, and funding and guidance from the Western Council of State Librarians, the Western Interstate Commission for Higher Education's (WICHE) Continuing Education and Library Resources Program undertook an action research project to design and implement an interstate bibliographic network in the 17 western-most states and the Canadian province of British Columbia. In the course of the project, it was determined that existing organizations were capable of providing operational support for networking, but that no group other than the Western Council was in a position to coordinate state and multistate research, analysis, plans, policies, and continuing education for library resource sharing. The WICHE library program was therefore renamed the Western Interstate Library Coordinating Organization (WILCO) and was redirected to offer a forum for investigating regional library concerns, to catalyze and facilitate interstate resource sharing, and to coordinate regional interests with national library network planning. This report concentrates on the most significant events of the year-long project. (Author)

ED 135 349 IR 004 436

Specifications for 16mm Microfilming of Library Card Catalogs.

Library of Congress, Washington, D.C.
Photoduplication Service.
Pub Date 74
Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3000-00073, \$.65)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Catalogs, Guidelines, Librarians, Libraries, *Library Standards, *Microfilm, Microreproduction, Specifications

This document is intended as a guide for librarians and should be amended, altered, or otherwise scaled to meet the particular needs of a library. Two separate sets of specifications are included: one for preparing film on a planetary type camera and the other for a rotary type camera. (Author)

ED 135 350 IR 004 437

National Information Policy. Report to the President of the United States.

Spons Agency—National Commission on Libraries and Information Science, Washington, D.C.

Pub Date 76
Note—262p.; Report to the President of the Domestic Council Committee on the Right of Privacy

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00296-5, \$4.65)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Copyrights, Data Bases, Federal Legislation, Futures (of Society), Government Role, *Information Dissemination, *Information Needs, Information Networks, Information Systems, *Information Utilization, *Public Policy, Socioeconomic Influences, Technological Advancement

This report discusses the need for a national information policy. This need has been generated by advances in computer and communications technology, by shifts in the United States economy from a manufacturing to an information base, and by citizen demands for clarification of their rights to have and control information. Fifteen major policy issues are examined in five clusters: (1) collection, transfer and dissemination of government information; (2) information in commerce as a resource for public good and private gain; (3) the interaction between technology and government; (4) international implications of information policies and developments; and (5) preparing for the information age. How to structure a policymaking process with a unified approach is a critical problem in forming a comprehensive national information policy. This report recommends that the first step toward structuring such a process should be the establishment of a policy oriented organization within the Executive Office of the President, together with the creation of appropriate intergovernmental committees and non-Federal advisory bodies. A bibliography of 187 entries is included. (Author/SC)

ED 135 351 IR 004 440

Library Services and Construction Act. Annual Program, 1976-1977.

South Carolina State Library, Columbia.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76
Note—190p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Annual Reports, *Library Planning, *Library Programs, Library Services, Program Costs, Program Descriptions, State Libraries

Identifiers—Library Services and Construction Act, LSCA, SOLINET, *South Carolina, South Carolina State Library

The South Carolina 1976-77 annual reports of programs under Title I and Title III of the Library Services and Construction Act gives an overview of expenditures and programs followed by information on the specific projects. These include objectives and special problems of the programs. Title I projects for both years, including the 1976 transitional quarter, include: operations, strengthening the state library agency, field services, Library development, service to the blind and physically handicapped, and a film program. Title II projects are concerned with Interlibrary Networks and Area Reference Resource Centers. Also included under Title III for 1976 are communications networks, intercommunication, and SOLINET. (AP)

ED 135 352 IR 004 442

Rankings of Ohio Public and Academic Library Statistics. 1975 Statistics.

Ohio State Library, Columbus.
Pub Date 76

Note—165p.; Best Copy Available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Libraries, *Comparative Statistics, Demography, Financial Support, Library Acquisition, Library Circulation, Library Expenditures, Personnel Data, *Public Libraries, *Statistical Data, *Tables (Data), Tax Support, *University Libraries

Identifiers—Ohio Directory of Libraries
Statistics of public and academic libraries for 1974 from the 1976 Ohio Directory of Libraries are presented in different formats, including rank order. Summary tables are presented of all characteristics alphabetically by county for public libraries and by institution for academic libraries. Counties are ranked by percentage of intangibles tax distributed to libraries. Public libraries are ranked by circulation, volumes added, total volumes, total operating expenses, and staff number. Academic libraries are ranked by enrollment, total volumes, total expenditures for books and library materials, total operating expenses, and total expenditures for salaries. (KP)

ED 135 353 IR 004 443

Felsenhal, Norman

Systems Approach. Summary Report of the Lake Okoboji Educational Media Leadership Conference (13th, Iowa Lakeside Laboratory, Milford, Iowa, August 20-24, 1967).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—National Education Association, Washington, D. C. Dept. of Audiovisual Instruction.

Pub Date Aug 67

Note—110p.; This Summary Report of the Thirteenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Change Strategies, Conferences, Curriculum Planning, Educational Change, *Educational Technology, Futures (of Society), Instructional Media, *Instructional Systems, *Instructional Technology, Leadership Training, *Media Specialists, *Systems Approach

Identifiers—*Lake Okoboji Educational Media Leadership Conf

Compiled are keynote address, minutes of the meetings, committee reports, and a list of the 78 participants who attended the thirteenth Lake Okoboji Educational Media Leadership Conference. The keynote address advocated that the instructional technologist should employ the systems approach in making curriculum planning decisions for shifting the function of instructional media from a supplementary role to an integrated one in the total instructional system. Six study committees were formed to explore the following topics: (1) components and types of instructional systems in use, (2) redefining roles for a systems approach, (3) climate of acceptance of a new instructional system, (4) personnel training for the implementation of systems, (5) impacts of the system, and (6) models of instructional systems. A glossary of key terms used in the conference, a list of instructional systems in use, and concerns voiced by various delegates are appended. (SC)

ED 135 354 IR 004 445

Cochran, Lee W.

Curricula-Media Dialogue for Meeting Changing Community Needs. Summary Report of the Lake Okoboji Educational Media Leadership Conference (15th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-22, 1969).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—National Education Association, Washington, D. C. Dept. of Audiovisual Instruction.

Pub Date Aug 69

Note—104p.; This Summary Report of the Fifteenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best available copy

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Change Agents, Conferences, *Curriculum Planning, Educational Change, *Educational Needs, *Educational Technology, Ethnic Groups, Higher Education, *Instructional Technology, Leadership Training, *Media Specialists, Minority Groups, Rural Education, School Community Relationship, Suburban Schools, Urban Education

Identifiers—*Lake Okoboji Educational Media Leadership Conf

Summarized are the proceedings of the fifteenth Lake Okoboji Educational Media Leadership Conference. The first section of the report presents a transcript of the keynote address, which was concerned with the inadequacy of many educational programs in meeting community needs. Brief reviews of the general sessions and reports of group discussions are next given. Four groups centered their discussions on problems, solutions, and the media professional's role in providing services for the urban, suburban, and rural community, and higher education. A list of 64 delegates and their concerns are appended to the report. (SC)

ED 135 355 IR 004 446

Cochran, Lee W.

Redesign of Education: Media and the Learner in the 70's. Summary Report of the Lake Okoboji Educational Media Leadership Conference (16th

Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1970).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Aug 70

Note—137p.; This Summary Report of the Sixteenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Accreditation (Institutions), Conferences, *Curriculum Planning, Educational Accountability, Educational Change, Educational Environment, *Educational Technology, Futures (of Society), *Instructional Systems, *Instructional Technology, Leadership Training, *Media Specialists, Students, Teacher Education

Identifiers—*Lake Okoboji Educational Media Leadership Conf

Reported are the presentations, meetings, group discussions, and concerns of the delegates of the sixteenth Lake Okoboji Educational Media Leadership Conference. The keynote address examined the past, present, and emerging problems in education, and their implications for the field of instructional technology. The delegates then divided into five groups: (1) learners and their environment; (2) the role and function of the instructional technologist in the 70's; (3) the teacher as the director of learning activities; (4) rationale, trends, and prototypes for redesign of education; and (5) related concerns of redesign. Each group raised questions, identified problems, proposed solutions, and prescribed procedures concerning these subtopics. (SC)

ED 135 356 IR 004 447

Cochran, Lee W.

Accountability and the Media Professional. Summary Report of the Lake Okoboji Educational Media Leadership Conference (17th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 22-27, 1971).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Aug 71

Note—130p.; This Summary Report of the Seventeenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Conferences, Curriculum Development, *Educational Accountability, Educational Assessment, *Educational Technology, Futures (of Society), Humanization, Instructional Design, *Instructional Technology, Leadership Training, *Media Specialists, Performance Based Education, Teacher Education

Identifiers—*Lake Okoboji Educational Media Leadership Conf

The seventeenth Lake Okoboji Educational Media Leadership Conference addressed itself to the various applications of media accountability to the total educational process. The keynote speech emphasized the media professional's responsibility to meet changing needs for educational improvement. Seven work committees studied and reported on accountability: (1) its relevance to the media professional, (2) its relevance to humane education, (3) its philosophy, (4) its implementation process, (5) its application to teacher education, (6) its effect on professional standards and competencies, and (7) its application to curriculum and instructional development. Each report states problems, issues, recommendations, and procedures. Brief reviews of general sessions, a name list of delegates, and their concerns are included. (SC)

ED 135 357 IR 004 448

Cochran, Lida M. Bullard, John R.

Leadership Development for the Media Profession. Summary Report of the Lake Okoboji Educational Media Leadership Conference (18th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 13-18, 1972).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Aug 72

Note—126p.; This Summary Report of the Eighteenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Conferences, *Educational Technology, *Instructional Technology, Leadership Qualities, Leadership Responsibility, Leadership Styles, *Leadership Training, *Media Specialists, Organization, Professional Recognition

Identifiers—AECT, Association Educational Communications Technology, *Lake Okoboji Educational Media Leadership Conf

Summarized are the proceedings of the eighteenth Lake Okoboji Educational Media Leadership Conference. The first section of the report contains the text of the keynote address which dealt with the path-goal approach to leadership, lateral leadership, and leadership style. Reviews of general meetings and group discussions are next presented. Six groups were formed to study: (1) goals and program development of AECT (Association for Educational Communications and Technology); (2) interrelationship of organizational structures; (3) functional leadership; (4) leadership at local, state, and regional levels; (5) competencies of the educational leader; and (6) recognizing, nurturing and rewarding potential leadership as it pertains to AECT. Concerns voiced by delegates, and summarized responses to the evaluation questionnaire of the conference are appended. (SC)

ED 135 358 IR 004 449

Cochran, Lida M. And Others

Instructional Technology: Issues and Concerns. Summary Report of the Lake Okoboji Educational Media Leadership Conference (20th Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 11-16, 1974).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Aug 74

Note—154p.; This Summary Report of the Twentieth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Certification, Change Agents, Conferences, Educational Change, Educational Research, *Educational Technology, Humanization, Instructional Design, *Instructional Technology, Leadership Training, *Media Specialists, Organizations (Groups), Professional Training

Identifiers—*Lake Okoboji Educational Media Leadership Conf

Participants of the twentieth Lake Okoboji Educational Media Leadership Conference examined various issues in the field of instructional technology, and suggested new directions. This report presents descriptions of general meetings and group studies. Ten subtopics were discussed: (1) humanizing education via instructional technology, (2) political actions at all levels of decision making, (3) the development of the media professional's competencies, (4) an examination of instructional development and some suggested solutions, (5) accreditation and certification of the media profession, (6) research in instructional technology, (7) training instructional technologists as change agents, (8) the state affiliate media merger, (9) alternative educational systems and the role of instructional technology, and (10) morality and the profession. Concerns expressed by various delegates are appended. (SC)

ED 135 359 IR 004 450

Cureton, Jan W. Cochran, Lee W.

1984—Less Than A Decade Away. Summary Report of the Lake Okoboji Educational Media Leadership Conference (21st Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-23, 1975).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Aug 75

Note—175p; This Summary Report of the Twenty-First Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best copy available
EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Change Strategies, Conferences, Continuous Learning, Curriculum Planning, Educational Alternatives, Educational Change, Educational Needs, Educational Research, *Educational Technology, *Futures (of Society), Humanization, *Instructional Technology, Leadership Training, *Media Specialists, Teacher Educator Education, Values
Identifiers—*Lake Okoboji Educational Media Leadership Conf

Participants of the twenty-first Lake Okoboji Educational Media Leadership Conference studied the role of instructional technology and of the media professional in the future of American education. This report presents the conference's proceedings and working papers dealing with eight subtopics: (1) facilitating the education of the whole child through combination of values, technology, and humanization; (2) lifelong learning for both vocational and avocational interests; (3) training future professionals; (4) models of research for direction and implications; (5) alternatives available for the most pressing problems in the next decade; (6) variables affecting the media professional in 1984; and (7) survival strategies for the educational media profession. Delegates' concerns about the theme are appended. (SC)

ED 135 360 IR 004 451

Cureton, Jan W. Cochran, Lee W.

Visual Literacy—The Last Word. Summary Report of the Lake Okoboji Educational Media Leadership Conference (22nd Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1976).

Iowa Univ., Iowa City. Div. of Extension and Services.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Aug 76

Note—142p; This Summary Report of the Twenty-Second Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Conferences, Curriculum Design, *Educational Technology, Instructional Design, Instructional Materials, Instructional Media, *Instructional Technology, Leadership Training, *Media Specialists, Teacher Education, Television Commercials, Visual Aids, *Visual Learning, *Visual Literacy
Identifiers—*Lake Okoboji Educational Media Leadership Conf

This report provides the proceedings of the twenty-second Lake Okoboji Educational Media Leadership Conference which dealt with various aspects of visual literacy in education. The general sessions are briefly described. A major portion of the report pertains to nine subtopics: (1) visual literacy in teacher education; (2) implications for the media profession; (3) current visual literacy programs; (4) visual learning; (5) visual literacy and society, especially, the impact of television commercials; (6) visual literacy concerns in a curriculum design process; (7) the design and integration of visual instruction; (8) research and theory in visual literacy; and (9) underlying assumptions of the concept. An appendix lists delegates' definitions of visual literacy, and their concerns about the theme. (SC)

ED 135 361 IR 004 452

Breen, Myles P.

How College Professors Use Media Services. Northern Illinois Univ., De Kalb.

Pub Date Dec 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Audiovisual Centers, *College Faculty, Faculty, *Instructional Media, Measurement Instruments, *Media Selection, *Professors, *Statistical Surveys, Universities

Identifiers—Northern Illinois University

University professors are surveyed regarding their use of instructional media, including movie, slide and overhead projectors, record players, and television receivers. Results show widespread usage of equipment and materials as an integral part of instruction, and lend modest support to the hypothesis that faculty who teach the largest classes use the most films. The researcher is led to wonder why the usage is not even greater. The report includes statistical tables and the survey instrument. (WBC)

ED 135 362 IR 004 453

Enger, John And Others

Teaching Introductory Chemistry with Videocassette Presentations.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No—362

Pub Date Nov 76

Note—21p; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Chemistry Instruction, College Curriculum, Experimental Programs, Instructional Innovation, Instructional Materials, *Instructional Media, Program Evaluation, *Science Education, Universities, *Video Cassette Systems

Identifiers—University of Illinois

Reported here is the development and evaluation of an extensive series of video-cassette presentations developed for introductory chemical education. In measures of course achievement, students instructed by the video-cassette-discussion format received higher average scores than those taught by live lecture methods. A survey showed that the video-cassette-discussion method was as well received as the live lecture method by the students and was preferred by the teaching assistants. The application of this format needs not to be restricted to this subject area. (Author/WBC)

ED 135 363 IR 004 454

Listowski, David

Work Estimate at an Information Center.

State Univ. of New York, Syracuse. Upstate Medical Center.

Pub Date Jun 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Information Centers, *Library Administration, Management Systems, Medical Libraries, Medical Schools, Special Libraries, *Statistical Analysis, *Use Studies

Identifiers—SUNY Upstate Medical Center

A study of library shelving to determine the work load of personnel at an information center was undertaken in three separate time periods during 1975-76. A statistical technique was utilized to help in the determination of work performed. This information can be helpful to management in work allocation. Statistical tables are included. (Author/AP)

ED 135 364 IR 004 455

Pollard, Frances M., Ed.

Proceedings of the Personnel Evaluation Institute (Eastern Illinois University, Charleston, October 24-26, 1975).

Eastern Illinois Univ., Charleston.

Spons Agency—Illinois State Library, Springfield.

Pub Date 76

Note—176p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—College Libraries, *Conference Reports, Conferences, Employer Employee Relationship, *Institutes (Training Programs), *Libraries, *Library Administration, Management, *Personnel Evaluation, Personnel Management, Public Libraries, Special Libraries, University Libraries

Included in these Proceedings are papers and discussion transcriptions of the 1975 Personnel Evaluation Institute. The collected papers deal with the theme of personnel performance evaluation in public, academic, and special libraries. Topics include management fundamentals, developing and using personnel evaluation systems, the library director and staff evaluation, the human element in organization, and employee evaluation in general. A bibliography, the conference program, participant list, and performance appraisal forms are appended. (KP)

ED 135 365 IR 004 456

Brown, John S. And Others

Steps Toward a Theoretical Foundation for Complex, Knowledge-based CAL.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Navy Personnel Research and Development Center, San Diego, Calif.

Report No—BBN R-3135; ICAI R-2

Pub Date Aug 75

Contract—DAHC-19-74-C-0060

Note—148p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Cognitive Processes, *Computer Assisted Instruction, *Computer Science, Display Systems, Educational Games, Input Output Devices, Programed Instruction, *Programed Tutoring, Programming Languages, Research Projects, Tutoring

This report describes research directed at designing and evaluating computer assisted instructional (CAI) systems capable of inferring structural models of a student's reasoning strategies and identifying his underlying misconceptions. Several prototype systems using representative domains of knowledge were constructed. From these an information processing framework comprising models of expert reasoners, adaptive tutors, and students, have evolved. Section 1 describes two paradigmatic instructional systems involving a decision making and a gaming environment. Section 2 explores issues of building intelligent instructional systems over more complex domains of knowledge. Section 3 describes research related to the design of robust intelligent systems. (Author/WBC)

ED 135 366 IR 004 457

Drake, Miriam A. Kulm, Joan

Library Loans to the Schools of Engineering.

Purdue Univ., Lafayette, Ind. Libraries and Audio-Visual Center.

Report No—RDU 77-01

Pub Date Jan 77

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Faculty, Data Analysis, *Engineering, Graduate Students, *Library Circulation, *Library Materials, Library Research, Undergraduate Students, *University Libraries, *Use Studies

Identifiers—Purdue University

To examine library usage by faculty and students in the Schools of Engineering at Purdue University, data was analyzed from a sample of 12,000 loans during a three month period. User level (graduate student, undergraduate, faculty, or staff) and subject of borrowed material as indicated by Dewey Decimal Classification were examined for each major engineering discipline. Results indicated highest percentage of loans in Technology and Pure Science literature. Graduate students accounted for the highest percentage of loans among users. Data and tables for each engineering discipline are provided. Appended are summary tables and figures, including graphs of user levels for the most read subjects. (Author/KP)

ED 135 367 IR 004 470

Open Learning Systems. A Report of the NAEB to the National Institute of Education.

National Association of Educational Broadcasters, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 74

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Needs, *Educational Opportunities, *Educational Planning, Educational Policy, *Higher Education, Instructional Systems, *National Programs, *Open Education

This report deals with two basic areas related to open learning system development. It identifies nine functions or operating characteristics which need to be present in a fully complete open learning system. These characteristics deal with the formulation of objectives, the incentives and rewards that students may bring to open learning, the operation of an instructional design process, the economics of open learning systems, the use of technology, the role of evaluation, the separation of teacher and learner, the use of the learner's environment, and the role of community resources. The report calls for the establishment of a national body to be charged with the tasks of developing the open learning system concept in four areas of educational need: creating a new in-

stitution, opening up a current institution of higher education, activating an open learning system in a work-study program, and activating an open learning system in an area of continuing professional education. This agency would also have the responsibility for exploring numerous policy and operational questions that will affect the establishment of open learning systems. A bibliography is provided listing foreign and domestic open learning reports and experiences. (Author/DAG)

ED 135 368 IR 004 471
Identifying and Utilizing Management Resources Effectively. Leavenworth: A Report on the Region 9 AECT Third Annual Leadership Conference.

Association for Educational Communications and Technology, Washington, D.C.
Pub Date Feb 76

Note—15p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Change Agents, Change Strategies, Conflict Resolution, *Leadership Training, *Management Development, *Management Education, Personnel Management, Personnel Selection

Identifiers—Association Educational Communications Technology

This conference for media personnel began by identifying and describing management problems. It then examined the process of selecting a manager, and looked at the nature of a healthy organization. Next it considered change and the change process, including the conditions which facilitate change, the obstacles to change, and some management myths. New ways to manage staff meetings, new approaches to problem solving and groups conflict, and suggestions for effective management of time and resources were presented. (WBC)

ED 135 369 IR 004 475
Randhawa, Bikkar S.
Influence of Visual Domain on Score Decline: Some Conjectures.

Iowa Univ., Iowa City. Coll. of Education.
Pub Date Feb 77
Note—8p.; This report is in response to invited comments for the CEEB/ETS Panel on Score Decline

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Achievement Tests, Cognitive Processes, Elementary Secondary Education, Scores, Television, *Television Viewing, Verbal Learning, Verbal Stimuli, Visual Learning, Visual Stimuli

Rich visual stimuli provided by the television medium may affect youngsters' cognitive processes and strategies in academic performance. Previous studies have revealed that television viewing enhances their achievement test scores through grade four, but scores decline after grade four. This paper suggests that visuals used in instructional context are not comparable in quality to those presented in television. In addition, curriculum beyond grade four level emphasized verbal content, and some youngsters find it difficult to shift the cognitive process from random scan in the visual mode to sequential and linear scan in the verbal mode. Inadequate reading ability and comprehension of verbal materials further affect performance in other academic areas. It is suggested that systematic training may solve this difficulty; however, empirical research evidence is needed in order to determine the various factors accounting for the score decline. (SC)

ED 135 370 IR 004 476
Fadenrecht, George H.
Public Printing.
Central Washington State Coll., Ellensburg.
Pub Date Nov 76
Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Government Publications, Historical Reviews, History, Local History, *Printing, *Publishing Industry, State Agencies, State Aid, State Government, *State Legislation, Textbook Publications
Identifiers—Kansas

Beginning with an historical account of the development of public printing in various states, this report proceeds specifically to trace the development of public printing in Kansas from 1857 until 1957. Emphasis is on the historical,

political, and legislative processes and on budgetary concerns during this one hundred year period. A major part of the report deals with historical issues in school textbook publication by the state of Kansas. (DAG)

ED 135 371 IR 004 477

Lucas, William A.
Moving from Two-Way Cable Technology to Educational Interaction.

Rand Corp., Santa Monica, Calif.
Report No.—P-5704
Pub Date Aug 76

Note—13p.; Paper presented at the National Telecommunications Conference (Dallas, Texas, November 29 - December 1, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education Programs, *Cable Television, High School Equivalency Programs, *Home Instruction, Home Study, Innovation, *Man Machine Systems, *Program Development, Television Curriculum, Television Teachers

Identifiers—Spartanburg Technical College SC

This paper deals with the use of two-way interactive cable television for adult education in Spartanburg, South Carolina. To make home data terminals both reliable and simple, a light remote handset was designed to connect to a basic modem that could be stored under a television set. The system could be operated in three modes by the television teacher: a formal mode for asking formal questions and recording the responses; an informal mode for asking casual questions; and a student-initiated mode which delivered one of eight pre-determined messages to the teacher. The results of the program are encouraging, and there is evidence that students felt that their teachers cared about their progress in a personal and individual way. (WBC)

ED 135 372 IR 004 478

Pachuta, Jack
Instruction: Cable and Slow-Scan. Workshop.
Michigan State Univ., East Lansing.; Rockford Cable Project, Rockford, Ill.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 26 Oct 76

Note—24p.; Workshop presented at The National Association of Educational Broadcasters (Chicago, Illinois, October 26, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Cable Television, Computer Assisted Instruction, *Educational Television, Experimental Programs, *Fire Fighters, Inservice Education, Recordkeeping, *Trade and Industrial Education

Identifiers—Illinois (Rockford), Michigan State University

The Rockford Cable Project is an experimental program using two-way cable television to train firefighters in prefire planning. The instructional design calls for firefighters across the city to view videotapes simultaneously and respond to computerized questions via a specially-designed push-button terminal. The project provides for centralized recordkeeping and standardized instruction among all fire stations. This report contains the script of a slide show presenting the nature of the instructional problem and the technology employed. It also includes a chart of the coursework developmental cycle, and illustrates this with a segment on "Emergency Elevator Operation." (WBC)

ED 135 373 IR 004 479

Moghadam, Dineh
The New York Times Information Bank in an Academic Environment and a Computer-Assisted Tutorial for Its Non-Specialist Users.

Pub Date 74
Note—145p.; Ph.D. Dissertation, University of Pittsburgh

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Data Bases, *Individual Instruction, Information Retrieval, Information Seeking, Information Systems, *On Line Systems, Programmed Materials, Search Strategies, *Teaching Methods, *Tutorial Programs

Identifiers—*New York Times Information Bank
This study was undertaken to test the effectiveness of a computer-assisted tutorial (CAI) program in teaching the novice and transient user the procedures for conducting a search on The

New York Times Information Bank. A two-part experiment was designed to compare the relative effectiveness of the CAI program and the printed instructions accompanying the system. Sixty-four volunteers participated. Results indicated that the computer-assisted tutorial program is a more effective training tool than the printed instructions offered by the system. The rate of success in completing a meaningful search on The New York Times Information Bank without any human assistance was 47% for those exposed to the 30 minute CAI session and dropped to 8% for those who had access to printed instructions alone. Shortcomings of both methods of instruction are discussed and a detailed analysis of user reactions to The New York Times Information Bank on-line instructional messages is provided. (Author/DAG)

ED 135 374 IR 004 480

Lewis, Alan D.
Estimating Space for Staff.
Spons Agency—American Library Association, Chicago, Ill. Library Administration Div.

Pub Date Jul 76
Note—6p.; Paper presented to the American Library Association (Chicago, Illinois, July 16-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Building Plans, Libraries, Library Administration, *Library Facilities, Library Planning, Space Utilization

Twelve functions are briefly described which should be included in planning space for library staff. They are: (1) Administration, (2) Other Supervisory Offices, (3) Work Rooms, (4) Circulation Desk, (5) Reference Desk, (6) Staff Lounge, (7) Custodian Space, (8) Bookmobile Staff, (9) Books by Mail, (10) Interlibrary Loan, (11) Reserve Room, and (12) Data Processing. (AP)

ED 135 375 IR 004 481

Surace, Cecily J. And Others
Rand Library Evaluation Survey.
Rand Corp., Santa Monica, Calif.
Report No.—P-5667

Pub Date Jun 76
Note—65p.; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Evaluation, Library Materials, *Library Services, *Library Surveys, Research Methodology, Special Libraries, *Statistical Analysis, *Use Studies

A Rand Library user survey was conducted in February 1975. It involved the collection of sufficient baseline data describing user characteristics, usage, and satisfaction parameters to enable specific library policy alternatives to be evaluated. This article gives a brief overview of the survey instrument design, the data collection methodology, the data reduction process and the structure and distribution of the data, including actual response frequencies. The preliminary analysis is included to provide the policy context for the survey and some additional interpretive information. (Author)

ED 135 376 IR 004 484

Burton, Richard R.
Semantic Grammar: An Engineering Technique for Constructing Natural Language Understanding Systems.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Naval Personnel Research and Development Lab., Washington, D.C.

Report No.—BBN-R-3453; ICAI-R-3
Pub Date Dec 76

Contract—MDA903-76-C-0108
Note—145p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Artificial Intelligence, Computer Assisted Instruction, *Computer Programs, Computer Science, *Man Machine Systems, *Programming Languages, *Semantics

Identifiers—SOPHIE

In an attempt to overcome the lack of natural means of communication between student and computer, this thesis addresses the problem of developing a system which can understand natural language within an educational problem-solving environment. The nature of the environment imposes efficiency, habitability, self-teachability, and awareness of ambiguity upon such a system. The major leverage points that allow these requirements to be met are limited domain,

limited activities within that domain, and known conceptualization of the domain. Semantic grammar is introduced as a paradigm for organizing the knowledge required to understand and permit efficient phrasing. The need for succinct formalism for expressing semantic grammars led to the use of the Augmented Transition Networks (ATN). This led to the design and implementation of a general ATN compiling system which in turn translates an ATN into a program in a runnable computer language (LISP). The ATN compiler is also capable of producing programs which have been optimized to the features used by a particular ATN. The ability of ATN-based semantic grammars to perform satisfactorily in an educational environment is demonstrated in the natural language front-end for the SOPHIE system. (Author/WBC)

ED 135 377 IR 004 486
Francis, Larry

The Tutor Training Course: Lessons Learned.
Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 76
Contract—DAHC-15-73-C-0077; US-NSF-C-723
Note—139p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Programs, Computers, *Instructional Design, Instructional Materials, Instructional Systems, Instructional Technology, On Line Systems, Programmers, *Programming, *Programming Languages, Training Objectives

Identifiers—PLATO IV, Programmed Logic for Automatic Teaching Operations, *TUTOR

The first formal author training course for the Tutor programming language and the use of the PLATO system was designed and conducted by the Military Training Centers (MTC) group. The course was developed according to thirteen cognitive and affective principles, and was used over a period of three years to train approximately 100 authors. This report contains a statement of the principles and a description of their implementation, including many examples from course materials. It also recounts the highlights and turning points of the author training course, reviews the basis for its modification, and examines the dilemmas encountered in teaching new authors to prepare computer-based instruction materials. Techniques for resolving some of these dilemmas are suggested. Also included is the course feedback from outside groups. This report is directed to instructors of new authors, developers of author training materials, and managers of computer-based instruction development centers. (Author/SC)

ED 135 378 IR 004 487

Francis, Larry
PLATO IV Terminal Peripheral Devices.
Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—MTC R-9
Pub Date Dec 76
Contract—DAHC-15-73-C-0077; US-NSF-C-723
Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Audio Equipment, Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Computers, *Display Systems, Educational Innovation, Electronic Equipment, *Input Output Devices, Instructional Media, Microfiche, *On Line Systems, Technological Advancement

Identifiers—PLATO IV, Programmed Logic for Automatic Teaching Operations

This report examines the knowledge and experience gained from the implementation of three PLATO IV terminal devices: the microfiche system, the touch panel, and the random-access audio device. These devices, when attached to a PLATO IV terminal, serve to expand the types of input and output which can be managed by the terminal. For each peripheral device, the report documents the operating characteristics and their adequacy, the efforts and skills required to use the device, and alternatives which were considered. Also included are managerial considerations and some brief comparative data. As an

evaluation report designed to aid decision makers, it contains no instructions detailing how to acquire, maintain, or operate these devices. It concludes that the touch panel is generally reliable, the slide selector is adequate but good microfiche are hard to produce, and that early audio devices are barely satisfactory. It is noted that on-site testing and maintenance are needed for reliable performance and that authors wasted time and money trying to take shortcuts. (Author/SC)

ED 135 379 IR 004 488

Lyman, Elisabeth R.
PLATO Curricular Materials. No. 4.
Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CERL-R-X-41

Pub Date Jul 76

Grant—US-NSF-C-723

Note—62p.; For related documents, see ED 124 141 and 124 142

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Catalogs, *Computer Assisted Instruction, Computer Oriented Programs, *Curriculum Development, Curriculum Planning, Educational Resources, *Higher Education, Instructional Innovation, *Instructional Materials, Instructional Technology, Programmed Materials

Identifiers—PLATO, Programmed Logic for Automatic Teaching Operations
This report is the fourth in a series of reports which the PLATO Services Organization publishes to keep users up to date on curricular developments on the PLATO system. Materials are listed here under 71 subject areas. The report first presents all subject areas in which PLATO lesson development is in progress; it then provides a summary of completed topics available for student use, arranged by subject area together with the number of instructional hours and the names of persons to contact for further information. (SC)

ED 135 380 IR 004 490

Donald, Janet Gail
When Pretesting Becomes Diagnosis: Making Individualized Instruction More Personal.
McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date Mar 75

Note—23p.; Paper presented to the National Society for Performance and Instruction (Washington, D.C., March 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Teachers, *Course Objectives, Diagnostic Teaching, Educational Diagnosis, *Individualized Instruction, Inservice Teacher Education, Learning Motivation, *Needs Assessment, Performance Factors, Pretesting, Problem Solving, *Teacher Attitudes, *Teacher Evaluation, *Teacher Motivation

Initiating an individualized approach to instruction must begin with an assessment of the needs and goals of the teachers. To provide this analysis, a diagnostic system was built, consisting of an inventory of teaching and learning needs and of procedures for implementing a learning plan based on this inventory. A one hundred and four item inventory was constructed in six sections: professional development needs, attitudes toward education, background in instructional theory and design, an evaluation of a course taught, the use made of diverse methods of evaluating instruction, and an analysis of instructional problems. The inventory was presented to forty college professors who were told that its purpose was to examine their needs as teachers so that they would be able to determine their personal learning plans in their course. First analyses determined what each personal learning plan would be and acted as a contract between the teacher and the coordinator of the course. Inventory data was computerized as was data gathered from each participant throughout the course in regard to both the learning plan and the utility of the inventory. Results indicate that those teachers who are already motivated, self-directing, and have a specific problem which they wish to solve will put more effort into their work and will take better advantage of the resources provided. The need for further refinements of instruments and related questions for research are indicated. (DAG)

ED 135 381

IR 004 491

Frith, Greg Wells, Fred
The Alabama Learning Resource Center—Some Perspectives.

Jacksonville State Univ., Ala.

Pub Date Feb 77

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Assessment, Inservice Programs, *Inservice Teacher Education, Institutional Administration, *Instructional Materials Centers, Instructional Media, Instructional Technology, Professional Training, Resource Centers, *Special Education, Special Education Teachers, *State Surveys, Teacher Centers

Identifiers—Alabama

The primary purpose of the Alabama Learning Resource Center is to keep special education personnel aware of current developments in instructional materials, media, and technology. A separate questionnaire was developed and circulated to each of three groups: special education teachers, university chairmen of special education programs, and coordinators of special education. The questionnaires used are not presented. However, teacher responses included: the names of the most used instructional materials by commercial name and by academic areas, their source of information for these materials, and the frequency of personal use of the Alabama Learning Resource Center. University chairmen responses included: the adequacy of methods courses to acquaint students with commercial aids, the geographic inaccessibility of learning centers for most students, and the frequent use of the Alabama Learning Resource Center as a major source of audiovisual aids. Coordinators of special education responses included: the need for learning center availability, the adequacy of instructional materials within a center, and the suggested percentage of budget that should be allocated to certain instructional materials. It was included that more services need to be offered to teachers, including equipment and materials training. It was also suggested that funding priorities be divided away from a centralized learning center and toward increasing accessibility to materials. (DAG)

ED 135 382 IR 004 492

Dei Rossi, James A.
Cost Recovery in Pricing and Capacity Decisions for Automated Information Systems. Final Report.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Information.

Report No.—NBS TR 864

Pub Date Apr 75

Note—61p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Catalog No. C13, 46:864, \$120)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cost Effectiveness, Costs, *Decision Making, Fees, *Information Retrieval, Information Systems, On Line Systems, Search Strategies, Social Attitudes, Social Factors, *Socioeconomic Influences

This paper examines the cost-benefit implications of alternative pricing and capacity investment decisions for automated scientific and technical information retrieval systems. Two typical systems are examined and numerical examples presented. In the first system, search requests are entered on-site. The show how setting price to maximize net social benefit precludes total cost recovery and implies subsidization. In the second hypothetical system, search requests are entered from remote access terminals. Allowance is made for random arrival rates, and distinction is made between system charges to users and other user incurred costs. With these refinements, the numerical examples show how, for certain ranges of output, total cost recovery is consistent with the maximization of net social benefit. The paper then examines the "public good" attributes of scientific and technical information retrieval systems and concludes that such systems can be viewed as "semi-public goods," since the information stored has the characteristics of a public good while access to this information has the

characteristic of a private good. Based on the public good considerations and the numerical examples, the paper concludes that subsidization for the fixed costs is warranted to the extent that all reasonable alternatives which maximize net social benefit preclude total cost recovery. (Author)

ED 135 383 IR 004 493

Bender, David R.
School Media Specialist Certification.
Pub Date 30 Jan 77

Note—11p; Paper presented at American Association of School Librarians (Chicago, Illinois, January 30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Certification, *Educational Certificates, Educational Planning, Employment Opportunities, Guidelines, Instructional Materials Centers, *Instructional Media, Library Education, Library Schools, Media Selection, *Media Specialists, Professional Education, Skill Development

Identifiers—AASL, American Association of School Librarians

The American Association of School Librarians (AASL) supports the development by media specialists of the competencies and skills they need, whether derived from training in general and professional education, or from media specialization. The "Certification Model for Professional School Media Personnel," developed and designed by an AASL committee and media professionals, provides direction in the development of state and regional certification guidelines. Three areas considered in the model are: (1) planning state certification design, (2) candidate assessment process; and (3) competencies. The seven areas of competence include: (1) relation of media to instructional systems, (2) administration of media programs, (3) selection, utilization, and production of media, and (4) research and evaluation. The model emphasizes continual professional growth and media staff development, accomplished through continuous evaluation and change of instructional and media activities and academic programs. (KP)

ED 135 384 IR 004 494

Selecting and Specifying Computer Enhanced Units. Technical Report.
Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research.
Pub Date 76

Note—100p.; For related documents see IR 002 628, ED 112 917

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Computer Oriented Programs, Elementary School Teachers, Evaluation Methods, *Field Studies, *Formative Evaluation, Instructional Aids, *Material Development, *Pilot Projects, Program Evaluation, Secondary School Teachers

This report describes the procedures and results of a field test of an instructional unit intended for upper elementary and secondary teachers who have some access to computers. The unit consists of five booklets covering the rudiments of computer hardware, computer programming languages, the different roles the computer may play in instruction, how the computer is used in different curriculum areas, and how to select an instructional computer application that is appropriate to one's needs. The field test population consisted of teachers both inexperienced and experienced in computer use. Evaluation focused upon the attainment of educational objectives, the potential of competitive educational methods, and on important side effects from the use of the materials. The data indicated that the objectives were obtained and, unexpectedly, even the experienced group benefited. Competitive instruction through a seminar was judged not significantly different from booklet use, though booklets are thought to be independently usable. Side effects (unexpected outcomes) were numerous: notably, increased interest in computer use, in the demand for computer access, in the need to develop a communication network about computers and in an awareness of computer information resources. The objectives of each booklet and the questionnaires used are presented in appendices. (DAG)

ED 135 385 IR 004 495

Whalen, Bruce G. Joyce, Charles C.
Scientific and Technical Information: Options for National Action.

Mitre Corp., McLean, Va.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 76
Contract—NSF-76-SP-1002

Note—73p.; Tables may be marginally legible due to small print of original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, *Federal Legislation, Federal Programs, *Information Dissemination, National Programs, *Review (Reexamination), *Sciences, *Technology Identifiers—Mitre Corporation, Office of Science and Technology Policy, Public Law 94 282, *Scientific and Technical Information

To provide interim guidance for the Office in matters of scientific and technical information (STI) prior to the report of the President's Committee on Science and Technology, MITRE conducted an analysis of Public Law 94-282 based upon common precepts of past reports and documents. The report recommends the creation of new organizational mechanisms to deal with Federal and national STI concerns, and further study to obtain concrete data and contemporary information on key STI issues. An annotated bibliography of the documents examined is included. (WBC)

ED 135 386 IR 004 496

Roman, Richard A. Heller, Joan I.
The Series Program: One Student's Behavior.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—1976/14
Pub Date 76

Contract—NSF-GJ-540X
Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Case Studies, *Computer Assisted Instruction, *Computer Programs, Elementary School Students, *Problem Solving, *Skills Identifiers—Series Program, University of Pittsburgh

A computer-assisted instructional package designed to teach both specific series-solving skills and general problem-solving skills was run in a school environment for one year. Students had access to the program during their free time. This paper analyzes the progress made by one student in both series solving and general problem solving during his four hours of work on the program. (Author)

ED 135 387 IR 004 497

Technology Assessment in Business and Government. Summary and Analysis of Hearings held by the Technology Assessment Board, June 8, 9, 10, and 14, 1976.

Congress of the U.S., Washington, D.C.
Pub Date Jan 77

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00306-6, \$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business, Communication (Thought Transfer), *Conference Reports, *Decision Making, Evaluation, *Evaluation Methods, *Feasibility Studies, Government Publications, Government Role, *Planning, Program Planning, *Technology

Identifiers—*Technology Assessment

This report highlights findings discussed during 1976 hearings. Included are: (1) Technology assessment (TA) is an evolving study strategy being widely adopted by the public and private sectors; (2) TA should fit the resources, timing and needs of decision-makers; (3) TA can provide warning of consequences unanticipated in traditional planning; (4) TA can aid the improvement of the policymaking process and broaden the information base for decision-making; (5) TA is being employed at major corporations as a useful planning tool; and (6) communication among those involved and those affected is essential for producing effective TA. (Author/WBC)

ED 135 388 IR 004 499

Kirby, Paul J. Gardner, Edward M.
Microcomputer Controlled, Interactive Testing Terminal Development.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-66
Pub Date Oct 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Autoinstructional Aids, Computer Programs, *Computer Science, *Individual Tests, Man Machine Systems, Self Pacing Machines, *Testing, *Test Scoring Machines Identifiers—Microcomputers

The evolution of a self-contained test scoring terminal is presented. The rationale for the design is presented along with an evolutionary description of the requirements for the system. The sequence of software and hardware tools, which were developed in order to build the device, are also described in this report. The resulting device, which contains an imbedded microcomputer is functionally described and the testing strategies which it currently supports are presented. (Author)

ED 135 389 IR 004 500

Report to the Librarian of Congress from the Task Force on Goals, Organization, and Planning.

Library of Congress, Washington, D.C.

Pub Date 28 Jan 77

Note—872p.

EDRS Price MF-\$1.67 HC-\$46.21 Plus Postage.

Descriptors—Administrative Organization, Administrative Policy, *Library Administration, Library Planning, *Library Services, Library Surveys, *Program Descriptions, *Program Improvement, *Use Studies

Identifiers—*Library of Congress

The Task Force on Goals, Organization, and Planning, established in January 1976 to review the operations of the Library of Congress (LC), recommends changes to improve the effectiveness and efficiency of the institution. Suggestions are made without regard to budgetary restraints. Major recommendations included in Part I concern the areas of: (1) service to Congress, (2) basic responsibilities, (3) national role, (4) collections and information services, (5) the library researcher, (6) collection development, (7) bibliographic and collection control, (8) cultural and educational programs, (9) staff development and communication, (10) planning and management, and (11) service opportunities. Part II consists of the working papers used and generated by the Task Force, and reports of meetings and procedures. Reports of the following subcommittees appear in Part III: (1) Area Studies; (2) Automation and Reference Service; (3) Bibliographic Access; (4) Bibliographic Role of the Library; (5) Collections, Development, and Preservation; (6) Cultural Role of the Library; (7) Documents; (8) Loan and Photoduplication Services; (9) Serials; (10) Services to Congress; (11) Services to Librarians; (12) Staff as Users; and (13) Training and Career Development. Part IV, advisory group reports, will be a separate entry when available. (KP)

ED 135 390 IR 004 501

Nystrom, Lois J.

1976 Multi-Media Evaluation Report.

Capitol Region Education Council, Bloomfield, Conn.; Metro Media Evaluation Center, Windsor, Conn.

Pub Date 76
Note—130p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Assessment, *Evaluation, *Film Criticism, *Filmographies, *Film Production Specialists, *Instructional Films, Instructional Materials, Multimedia Instruction

This evaluation of instructional materials is based on data collected from statistical summaries, predictive instruments, teacher and student reactions, in-depth studies, evaluation seminars, and observations. The materials covered in this report are divided into two categories: 16mm films and building-level materials, the latter including items such as filmstrips, kits, records, cassettes, and study prints. Evaluation data for

16mm films are presented in the form of composite sheets with numerical summaries and representative teacher comments. Building-level material is reported on in narrative form. A total of 264 films were evaluated. Twenty-six (10%) of these were thought to represent a minimal investment of long-term value and within the reach of any school system. Summary statements are provided for each company producing films based on collected evaluative data, observations, and user comments (teachers and students). (DAG)

ED 135 391 IR 004 502

Schwarz, Philip J.

COM: Decisions and Applications in a Small University Library.

Wisconsin Univ. - Stout, Menomonie.

Pub Date Nov 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Catalogs, *Computer Output Microfilm, Data Bases, *Decision Making, *Library Automation, Microfiche, *Reports, *University Libraries

Identifiers—University of Wisconsin

Computer-output microfilm (COM) is used at the University of Wisconsin-Stout Library to generate reports from its major machine readable data bases. Conditions indicating the need to convert to COM include existence of a machine readable data base and high cost of report production. Advantages and disadvantages must also be considered before deciding to produce COM internal and external reports. After choosing COM, decisions must be made regarding: (1) type of microform, i.e., roll or fiche, (2) type of indexing technique, (3) positive or negative film, (4) reduction ratio, (5) type of film, i.e., silver, Diazo, or Vesicular, and (6) selection of a COM service bureau. The University of Wisconsin-Stout Library uses microfiche, 42 reduction ratio, and silver, negative film. Other departments of the University also use COM reports, providing additional access to microfiche readers. COM has proven to be a powerful tool for producing and distributing library information at a relatively low cost. (KP)

ED 135 392 IR 004 503

Kargo, Donald W. Steffen, Dale A.

Performance Training Carrel for Electronics Principles Course.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-62 (I)

Pub Date Sep 76

Contract—F41609-75-C-0031

Note—22p.; For related documents see IR 004 503-504.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, *Computer Graphics, *Display Systems, Input Output Devices, Man Machine Systems, Programed Materials, Programming Languages, Teaching Machines, *Technical Education

Identifiers—PLATO

This manual provides documentation for the design, construction, and operation of an interactive electronics training panel developed for a computer assisted performance training carrel. The panel is a plug-in module designed to simulate electronic circuitry and a PMS-6 multimeter as required for a troubleshooting fundamentals lesson in an Air Force Electronics Principles course. Five schematic panels were developed for simulation of all circuitry used in the lesson. (Author/WBC)

ED 135 393 IR 004 504

Wasmundt, Kenneth C. Steffen, Dale A.

Software for Performance Training Carrel.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-62 (II)

Pub Date Sep 76

Contract—F41609-75-C-0031

Note—23p.; For related documents, see IR 004 503-504.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, Computer Graphics, Display Systems, Equipment Evaluation, Flow Charts, Input Output Devices, *Man Machine Systems, Programed Materials, *Programming Languages, Teaching Machines, *Technical Education, Training Techniques

Identifiers—PLATO

A prototype system was developed to evaluate a computer-assisted performance training carrel which was used to present the troubleshooting fundamentals lesson of the Lowry Technical Training Center's Electronic Principles Course. This manual provides a description of the PDP-11 and PLATO programs used to implement this system, and an operators guide for using the system. The PLATO data input system deletes characters from the data stream whenever more than about three characters per second are transmitted. In order to overcome this problem, the PDP-11 in the carrel is used to control all of the simulation, and transmits only the small amount of data necessary for monitoring the student's performance. The nature of the tables used in the simulation and the philosophy of the communications protocol are explained. (Author)

ED 135 394 IR 004 505

A National Preservation Program; A Working Paper.

Library of Congress, Washington, D.C.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Archives, *Library Collections, *Library Materials, Library Programs, *Microreproduction, *Preservation, Research Libraries

Research libraries are urged to take part in a National Preservation Program for their most important library materials. Techniques of conservation of past and current materials, including microfilming and storage at low temperatures, are discussed, while a national preservation center which would store materials is also proposed. Development of this project would include (1) surveys of research libraries in order to determine those materials that warranted preservation, (2) standards for microfilming these materials, (3) establishment of a national preservation microfilming center, (4) establishment of effective bibliographic control procedures, and (5) establishment of a procedure whereby libraries would contribute master microfilm negatives to the center. (AP)

ED 135 395 IR 004 507

Corporation for Public Broadcasting: Mission and Goals, Tasks and Responsibilities.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Broadcast Industry, *Objectives, *Policy, *Programming (Broadcast), *Public Television

Identifiers—*Corporation for Public Broadcasting

This brochure contains two statements adopted by the Corporation for Public Broadcasting (CPB), one outlining the Corporation's mission and goals, and the other outlining its tasks and responsibilities. The mission of the CPB is to take the lead in developing a uniquely American non-commercial public radio and television system that will inform, enlighten and enrich the lives of the people. Its goals, from which its tasks and responsibilities are derived, include supporting local stations, raising the quality of programming, developing unexplored potential, guiding the development of interconnection systems for public radio and television stations, ascertaining audience needs, publicizing Public Broadcasting, and guarding its freedom. (WBC)

ED 135 396 IR 004 508

Pypcznski, Penny

Development of a Policy Manual for Student Internship in the Media Communication Science Department at Trenton State College. Educational Policy Systems.

Trenton State Coll., N.J.

Pub Date 3 Dec 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Certification, Educational Policy, *Field Experience Programs, *Internship Pro-

grams, Librarians, *Library Education, *Media Specialists, School Libraries

Identifiers—New Jersey

The State of New Jersey's certification requirements mandate that school librarian professional preparation should include an internship program. Trenton State College offers such a program but lacks a formal policy manual outlining the necessary requirements and procedures. This study surveyed the current policies in the Department of Media Communication Science at Trenton State College, policies existing in other institutions with similar programs in the state, policies of cooperating school districts, and the new state certification laws. This resulted in the development of two policy manuals; one to assist the coordinator of the internship program in planning and implementation and one outlining procedures and competencies for the student intern. Copies of both manuals are included in this paper. (Author/DAG)

ED 135 397 IR 004 509

Debenham, Jerry Dean

Project SAFE: Simulating Alternative Futures in Education.

Report No.—CB 00033

Pub Date 73

Note—313p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Administration, *Computer Oriented Programs, Educational Alternatives, *Educational Planning, Educational Strategies, Educational Trends, *Futures (of Society), *Management Development, *Management Games, Models, *Simulation

Simulating Alternative Futures in Education (SAFE) is a simulation game dealing with the future of education from 1975 to 2024 and beyond. It is computerized on an APL direct-interaction system and can be played at any location over telephone lines. It takes approximately 1.8 hours of computer time to play, with 5 to 9 hours of preparation, and approximately 2 hours of discussion. SAFE "models" the short- and long-range impact on society of decisions which educational leaders might take about possible social, educational, and technological developments. Some of the objectives which the game is designed to help participants reach are: developing an increased sensitivity to the values of various socio-political groups; learning a wide range of future educational alternatives; and, integrating the future perspective into a personal philosophy of education. This paper includes the complete instructions for playing the game, a selected bibliography, and, in the Game Director's Manual, general directions for organizing participants and running the computer—including all the matrices of interrelationships utilized, plus complete computer programming. (Author/DAG)

ED 135 398 IR 004 511

Rorvig, Mark Evan

The Effect of State and Federal Grants on Local Library Funding Support: A Statistical Analysis of Six Rural Arizona Counties.

Arizona State Dept. of Library and Archives, Phoenix.

Pub Date Jan 77

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—County Libraries, Federal Aid, Financial Support, Grants, Library Services, *Public Libraries, *Research Methodology, State Aid, *Statistical Analysis, Statistical Data

Identifiers—Arizona

Six Arizona county libraries were chosen to participate in a study to investigate the effect of grants on local library funding support. The criteria set for choice of these libraries were: (1) the county library must be the strongest library in the county, (2) the library must have been chartered as a county library for at least three years prior to the 1970 census, (3) the county must be non-urban. Data are presented for local funding, federal and state grants, population, and assessed valuation for the fiscal years 70-71 through 75-76. Results of the analysis show that there is a high correlation between grant giving and local funding growth, while population growth bears no relationship to local funding growth. Tables and appendices are included. (AP)

ED 135 399 IR 004 513

Planton, Stanley

A Methodology for Decision-Making in Serials. Dakota Wesleyan Univ., Mitchell, S. Dak.

Pub Date 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Decision Making, Libraries, *Library Expenditures, Library Research, Periodicals, *Serials, Statistical Analysis

Increasing periodical prices are creating imbalances in library budgets. A study at Kearney State College was undertaken in 1976 to show that it is possible to predict the effect on the budget of any decision to add or drop subscriptions. Periodical lists were divided into departmental subscriptions which were circulated among faculty for input. This list allowed analysis of the effect yearly department subscriptions would have on a budget over a five year period. Formulas used for the analysis are included as are projected price increases through 1980. (AP)

ED 135 400

IR 004 522

Davila, Daniel

Library Service for the Spanish-Speaking User: Source Guide for Librarians.

Hostos Community Coll., Bronx, N.Y.; New York Metropolitan Reference and Research Library Agency, N.Y.

Pub Date 76

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Booklists, Community Resources, Conversational Language Courses, Cultural Factors, *Information Sources, Librarians, Libraries, Library Guides, *Library Materials, *Library Services, *Resource Guides, Resource Materials, Spanish American Literature, Spanish Americans, Spanish Culture, *Spanish Speaking

Identifiers—New York (New York)

Compiled for library staff who serve Spanish-speaking persons, this resource guide lists bibliographies and materials published from 1950-1975 reflecting the character, history, and psychology of Spanish-speaking groups. It also provides information on services, institutions, and resources in the New York metropolitan area. The major sections of the guide are: (1) serving the Spanish-speaking people; (2) a sampling of resources and services—i.e., museums, television, libraries, guides, multimedia resources, organizations and services, theatre, films, and bookstores; (3) Spanish courses; (4) model training guide to library use in Spanish and English; (5) basic Spanish phrases for library use; (6) Spanish translation of the Dewey Decimal Classification System; and (7) 269 titles of selected bibliographies, bibliographies of bibliographies, and Hispanic heritage publications in Spanish and English. Some annotations are provided. (KP)

ED 135 401

IR 004 526

Logan, Robert S.

A Survey and Analysis of Military Computer-Based Training Systems: A Two Part Study. Volume I: A Survey and Annotated Bibliography of Authoring Aids for Instructional Systems Development.

McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—MDC-E1570

Pub Date 11 Feb 77

Contract—MDA-903-76-C-0086

Note—196p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, Clearinghouses, *Computer Assisted Instruction, Data Bases, Educational Assessment, *Instructional Materials, Instructional Technology, *Literature Reviews, *Material Development, *Research Utilization, Surveys, *Systems Development

The authoring process and authoring aids which facilitate development of instructional materials have recently emerged as an area of concern in the field of instructional systems development (ISD). This process includes information gathering, its conversion to learning packages, its revision, and its formal publication. The purpose of this literature search was to identify and analyze authoring tools and procedures, and to identify information clearinghouses and data banks for instructional materials. Computer searches were made of data banks in the Educational Resources Information Center (ERIC), the National Technical Information Service (NTIS), and the McDonnell Douglas Corporation libraries. Manual searches were

made at several local libraries, and personal communication was made with over seventy individuals and associations in the field of instructional technology. Over five thousand documents were evaluated and fourteen hundred of these were selected for eventual inclusion in a computer-based information storage and retrieval system described in Volume 2. Findings of the study are: (1) more applied but unevaluated documents are from the civilian environment, (2) equal numbers of applied and evaluated documents exist in both the civilian and military environments, (3) more authoring aids tend to be from the civilian environment, and (4) more procedures are available than are either tools or methodologies. Approximately sixty authoring tools and procedures are arranged by ISD phase and step in an extensive, annotated bibliography. (DAG)

ED 135 402

IR 004 527

Eastmond, J. Nicholls Van Horn, Kathleen L.

So What's Different? Student Achievement and Attitude Results from Instructional Development Projects.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date Nov 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Audiovisual Instruction, College Curriculum, Course Evaluation, Higher Education, Individualized Instruction, *Instructional Design, Instructional Media, Instructional Technology, *Student Attitudes, Student Opinion, Tables (Data)

Reported are the results of instructional development projects at Utah State University, funded under mini grants, faculty development grants, or developmental grants to departments. These projects involve redesign of courses in media production, library resources, pattern design and fitting, counselling psychology, quantitative methods, sociology, reading, accounting, fluid mechanics, materials science, soil mechanics, and wildlife science. Individualized approach and media presentation are used in most courses. Comparative data of the alternative instructional method and original method and student feedback are included in this report. It concludes that despite limitations in evaluation design, substantial results in both student achievement and student attitude have been demonstrated, and faculty involvement in various projects is meaningful. (Author/SC)

ED 135 403

IR 004 530

The Role of Social and Behavioral Science in Policymaking for Television.

Rand Corp., Santa Monica, Calif.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Pub Date Jan 77

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, Broadcast Industry, Child Advocacy, Children, *Childrens Television, Consumer Protection, Mass Media, Policy Formation, *Programming (Broadcast), Public Opinion, *Public Policy, *Social Science Research, Television Commercials, Television Viewing, Violence

An analysis of the present system of American television broadcasting reveals that social and behavioral science has had very limited influence on its regulatory policymaking. The television advertisement and its potential adverse effect on children have come to the attention of federal regulatory bodies, as well as consumer and children advocacy groups. However, there is a lack of evaluation of effectiveness of present and alternative regulatory stipulations. It is in the non-regulatory sphere that social and behavioral science has a major influence. It could guide decisionmaking in the television industry regarding self-regulation, and improve its service to the public. One such example is the family viewing code accepted by the industry, which has curtailed the amount of violence and sex in prime-time programs. It is suggested that empirical evidence generated from social and behavioral science research could further influence industry action, and validate the rulings made by the broadcast standards departments, thus enhancing the public welfare. (SC)

ED 135 404

IR 004 533

Sims, E. Norman

Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: The Omnibus Dissemination Program.

Kentucky State Dept. of Education, Frankfort.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—P No X99881 (4409)

Pub Date Aug 76

Note—122p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Decision Making, *Diffusion, *Educational Innovation, *Educational Research, *Information Dissemination, Information Needs, *Information Processing, Information Utilization, Needs Assessment, Policy Formation, Research Utilization, Statewide Planning, Vocational Education

As a solution to the problem of disseminating information from research and development projects into the field, this project examined a number of diffusion models, developed the Omnibus Model, and tested it. The Omnibus Model consists of eight different action blocks. First, information is acquired both selectively and non-selectively, and then stored. A decision block examines the information about innovations and decides whether it is relevant to present or future needs. If that decision is positive, the information continues to flow through the system to the Communication Committee who channels it to the field via projects, local educational agencies, or the Bureau of Vocational Education. This block serves also as a gatekeeper for asking whether it is a good innovation, whether there is financial support for its diffusion, and whether there might be other more appropriate channels for its diffusion. After dissemination comes resource utilization, the provision of alternate courses to aid implementation; and then comes execution of the program by the client. Transformations in the program are monitored, and feed-back from the field provides further information which can be entered into the system via the acquisition block. This report contains an analysis of the activities of the diffusion program during the first year, is supported by flowcharts, sample forms, and sample publications. (WBC)

ED 135 405

IR 004 534

Creighton, J. W., Ed. Jolly, J. A., Ed.

Technology Transfer in Research and Development.

Naval Postgraduate School, Monterey, Calif.

Spons Agency—Naval Material Command, Washington, D.C.

Report No.—NPS-55J075121

Pub Date 75

Note—96p.; Proceedings of the Briefing on Technology Transfer Projects

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Cost Effectiveness, *Development, Program Costs, *Research, *Research Utilization, Scientific Research, *Technology, *Use Studies

Identifiers—*Technology Transfer

If a secondary use of research and development output is possible and feasible, then the original cost of the research can be viewed as providing a substantial contribution over and above its initial purpose and ends. This "technology transfer" from primary to secondary purposes is becoming increasingly important, if for no other reason than that it is a logical method of enhancing the productive output of research and development efforts. This report is a collection of eight papers presenting both theoretical work and practical case histories demonstrating the use of this theory. Principal contributors are from the staff of the Naval Post Graduate School, the Navy Facilities Engineering Command, and the University of Michigan Center for Research on Utilization of Scientific Knowledge (CRUSK). (DAG)

ED 135 406

IR 004 536

Willis, Barry

Fundamentals of Script Writing.

Utah State Univ., Logan.

Pub Date 76

Note—81p.

Available from—Author, Utah State Univ., Logan, Utah 84321 (\$8.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Communication, *Audiovisual Aids, Programmed Materials, *Scripts, *Writing Skills

Designed to assist in writing scripts for audiovisual productions, this self-instructional program leads the novice through eight considerations of the scripting process: nature of a script, audience, objectives, content outline, treatment, development, storyboard, and further analysis. Each chapter deals with one item relative to certain stated objectives, and concludes with a self-test on the concepts covered. Answer sheets for each test are included. (WBC)

ED 135 407 IR 004 539
Trucksis, Theresa

Project NOLA: Annual Narrative Report. 1976.
LSCA Title I Project No. I-16R-75.

Northeastern Ohio Library Association, Youngstown.

Pub Date 76
Note—13p.; For related document, see ED 124 190

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annual Reports, *Information Networks, *Interlibrary Loans, Library Collections, *Library Networks, Library Programs, Library Services, Public Libraries, Statistical Data
Identifiers—Multitype Library Cooperation, *Northeastern Ohio Library Association

In 1976 the annual growth rate of interlibrary loans and network referrals within the Northeastern Ohio Library Association (NOLA) increased by 14%. In addition \$18,000 from project grants has allowed NOLA to add 1,196 volumes to local collections. The annual report cites statistics and includes local library reports to demonstrate the growth of the network. (AP)

ED 135 408 IR 004 541
Nielsen, Alice M., Ed.

Directory of Oregon Libraries; Annual Statistics for the Year Ending June 30, 1976.

Oregon State Library, Salem.
Pub Date 77

Note—212p.; For related documents, see ED 089 717, ED 103 013, ED 119 650

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Directories, Financial Support, Librarians, *Libraries, Library Collections, Library Expenditures, Library Services, Personnel Data, Statistical Data, Trustees
Identifiers—*Oregon

The directory of Oregon libraries provides an alphabetical listing of public, academic, and special libraries with addresses, telephone numbers, and names of head librarians. Included are public library statistics, a comparison of taxable property values, and communities served by Oregon libraries. Names of Oregon librarians, trustees of public libraries, members of the Oregon Library Association Executive Board, and the State Advisory Council on Libraries are also listed. (AP)

ED 135 409 IR 004 542
Galligan, Sara

Standards for Reference Service at the University of Michigan—Dearborn Library.

Michigan Univ., Dearborn.
Pub Date Feb 77

Note—7p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Guidelines, Librarians, *Library Reference Services, *Library Standards, University Libraries

Identifiers—ALA Reference and Adult Services Division

Few standards for reference services have appeared in the past, therefore guidelines for reference librarians at the University of Michigan—Dearborn library are offered. The guidelines presented are based upon reference standards prepared by the Reference and Adult Services Division (RASD) Standards Committee for the ALA Centennial Conference in Chicago. Included in the guidelines are a library reference policy statement, priorities, and general guidelines for reference desk duty. (AP)

ED 135 410 95 IR 004 570
Katter, Robert V. Hull, Cynthia Chan

Survey of Education Information Service Sites.
Study of Information Requirements in Education.

System Development Corp., Santa Monica, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SDC-TM-5655-000-00
Pub Date 30 Jun 76

Contract—NIE-C-74-0099

Note—274p.; For relevant document, see IR 004 571

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Decision Making, Delivery Systems, Educational Researchers, *Educational Resources, *Field Interviews, Information Dissemination, *Information Services, Information Sources, Information Systems, *Interagency Planning, Sampling

To gain information about the reported characteristics, operational functions, procedures, and service orientations of Educational Information Service sites, interviews were conducted with managerial personnel at 53 sites across the United States. Interview responses were coded to form 109 frequency rank ordered displays which are summarized, analyzed, and interpreted. This information site survey forms half of a larger study intended to provide guidance for decision making and planning at all levels in the United States Educational Information Service complex. The response displays are reproduced in the Appendix. (STS)

ED 135 411 95 IR 004 571
Hood, Paul D. And Others

The Educational Information Market Study. Study of Information Requirements in Education.

Applied Communication Research, Stanford, Calif.; Far West Lab. for Educational Research and Development, San Francisco, Calif.; System Development Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76
Contract—NIE-C-74-0099

Note—419p.; For relevant document, see IR 004 570; Appendix B may reproduce poorly due to type size

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Administrative Personnel, Boards of Education, Chief Administrators, Counselors, Decision Making, Educational Researchers, *Educational Resources, Field Interviews, Information Dissemination, *Information Needs, *Information Services, Information Systems, Information Utilization, *Interagency Planning, Legislators, *Models, Needs Assessment, Policy Formation, Principals, Questionnaires, Sampling, Search Strategies, Sociometric Techniques, Teachers, *Use Studies

Identifiers—Applied Communication Research, System Development Corporation

Data on the characteristics, information needs, and information dissemination patterns of actual and potential users of educational information were gathered through field interviews with persons representing a variety of educational roles and geographical locations (Vol. I) as well as through a nationwide mail questionnaire survey (Vol. II). Questions for the study were generated from an Educational Information Use Model which hypothesized relationships between user characteristics, information needs, and information sources employed. Results indicate that while there are many differences among respondents for the variables analyzed, there are distinct patterns of information use related to personal style and type of educational position held. This study forms half of a larger study intended to provide guidance for decision making and planning at all levels in the United States Education Information Service complex. Appended are the mail survey sampling design and the mail survey instrument. (STS)

JC

ED 135 412 JC 770 097
Management by Objectives; Measurable and Currently Unmeasurable Institutional Objectives and Achievements 1975-76.

Mount San Jacinto Coll., San Jacinto, Calif.
Pub Date Dec 76

Note—112p.
Available from—Mt. San Jacinto College, Multi Media Office, 21400 Highway 79, San Jacinto, California 92383 (\$5.00)

Document Not Available from EDRS.

Descriptors—College Credits, College Role, Community Colleges, Course Evaluation, Educational Accountability, Educational Finance, *Educational Objectives, *Evaluation Criteria,

Grade Point Average, *Junior Colleges, *Management by Objectives, Master Plans, Measurement Techniques, Objectives, Persistence, *Productivity, Program Evaluation, Unit Costs
Identifiers—*Mount San Jacinto College, *Output Measurements

This document presents the annual Management by Objectives report of Mt. San Jacinto College. The first section, describing the college's long-range plan, provides for the college as a whole and for each administrative and instructional area an historical perspective, projected future, and recommendations designed to meet future contingencies. Current fiscal operations of the college are reviewed and additional budget items for equipment, personnel, and capital improvements are estimated for each instructional and service area for the next five years. The second section of the report lists the measurable and currently unmeasurable objectives for each instructional, administrative, and service area of the college. Means of assisting students to achieve unmeasurable objectives are listed and evaluation criteria for measurable objectives are described. Output measurements (measures of achievement of objectives) are presented for the college as a whole for 1971-72 through 1975-76 and are projected for 1976-77. The measures include total units of credit completed, total actual costs, institutional cost per unit, overall student course persistence, grade point differential for transfer students, and overall student grade point average. Output measurements (units enrolled, units achieved, persistence, actual cost per unit, average cost per unit) for 1972-73 through 1975-76 are presented for each course offered by the college in Instructional Output Charts. (JDS)

ED 135 413 JC 770 142
Evaluating Educational Outcomes at Delhi—1964-1970. Report #1: Evaluation of Questionnaires Mailed to 1966-1970 Graduates.

State Univ. of New York, Delhi. Agricultural and Technical Coll.

Pub Date Feb 72
Note—253p.; Variant title: Follow-up of Educational Programs and Services at Delhi College

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Academic Achievement, *Demography, *Employment Experience, Followup Studies, *Graduate Surveys, Job Skills, Job Training, *Junior Colleges, Occupational Aspiration, Occupational Mobility, Participant Satisfaction, *Program Attitudes, Program Effectiveness, Technical Institutes, Transfer Students, Vocational Adjustment, *Vocational Followup

A questionnaire was mailed to an unstratified random sample of 250 graduates from a population of 2,159 who graduated between 1966 and 1970, in order to obtain comprehensive data regarding the demographic characteristics of graduates, the graduates' evaluation of experiences at Delhi College, the status of employed graduates, evaluation of transfer experiences of graduates, and general comments of graduates regarding their education at Delhi. The response rate was 68%. Non-respondents were sampled and determined not to systematically differ from the respondent group. Results of the survey indicated: (1) graduates were not geographically mobile; (2) graduates most often accepted positions in the service or manufacturing sectors of the economy; (3) most graduates' first position was clerical in nature; (4) graduates were relatively stable in relation to their jobs; (5) almost half eventually entered an upper division institution and 71% of these received the baccalaureate; (7) the majority found Delhi to be educationally demanding and stimulating; (8) graduates perceived the college's mission as preparing them for employment; (9) most graduates' employment was related to their majors; and (10) almost all experienced satisfactory relationships with instructors. Appended are edited comments of the graduates pertinent to their Delhi experience. (JDS)

ED 135 414 JC 770 143
Report of the Institutional Self-Study.

Vermont Community Colleges, Montpelier.
Pub Date Sep 75

Note—125p.; Self-study report prepared for the New England Association of Schools and Colleges, Burlington, Mass.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Faculty, Community Colleges, *Delivery Systems, *Educational Alternatives, Educational Finance, Governance, Institutional Research, *Junior Colleges, *Performance Based Education, Self Evaluation, Student Attitudes, Student Characteristics, Student Personnel Services, Teacher Characteristics

Identifiers—Experiential Learning, *Noncampus Colleges, *Vermont

This document is an institutional self-study prepared by the Community College of Vermont, a statewide noncampus institution which operates within local communities, providing educational opportunities to all Vermonters regardless of age, finances, geographic location, or previous educational experience. The college operates wholly out of community facilities. Its faculty are community members serving part time. Curriculum design begins with the student: through consultation with local site staff, students draw up "contracts" setting goals and identifying appropriate competencies. Contracts are evaluated through local Review Committees, and degrees are awarded based on skills and knowledge accumulated (including those gained from past work and life experience) rather than on courses taken. Included in this report are sections on the college's past, present and future; students; educational philosophy and learning delivery processes, including contracting and review and assessment of experiential learning; library, physical, and faculty resources; organization and control of the college; finances; and internal and external research and evaluation studies conducted by the college and other agencies. (JDS)

ED 135 415 JC 770 144
Long, James J.

Financial Report, Fiscal Year Ended June 30, 1976.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.
Pub Date Jan 77

Note—154p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, *Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Enrollment, *Expenditures, *Junior Colleges, Operating Expenses, Program Costs, Resource Allocations, State Aid, Student Costs, Student Loan Programs, *Tuition, Unit Costs

Identifiers—*Connecticut

Using the Western Interstate Commission on Higher Education program classification structure, this document reports fiscal year 1975-76 financial data for Connecticut's regional community colleges. Four major sections comprise this report: (1) Part A—general fund statements, including summaries of general fund expenditures by function, unit costs per full-time student and student contact hour, system costs by program and sub-program, and schedules of expenditure by institution; (2) Part B—special fund statements relating to activities financed by student fees, receipts of bookstore and other college activities, gifts, state and federal grants, and donations; (3) Part C—statements concerning capital fund activities reflective of each legislative authorization, including bond authorizations of each legislative session from 1965 through 1976 and general fund appropriations for capital improvements authorized by the 1973 and 1974 legislature; and (4) Part D—miscellaneous statements, including lease expenditures, state student aid grants, enrollments and tuition/fee revenues, repayments and delinquencies on federal student loans, budgeted faculty positions, and a schedule of student tuition and fees. All data are reported in tabular form. (JDS)

ED 135 416 JC 770 145
Van West, Carla

American Indian Students and the Arizona Community College System.

Pub Date 1 Mar 76

Note—51p.; Seminar paper, University of Arizona; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Indians, College Role, Community Colleges, Comparative Analysis, *Demography, *Enrollment, *Junior Colleges, *State Surveys, Student Characteristics, Student Needs

Identifiers—*Arizona

A study was conducted to determine the effectiveness of Arizona community colleges in serving the Native American population of their service areas. Thirteen community colleges were surveyed in order to obtain data on full-time, part-time, and male/female enrollment of Indian students and total student body, tribes represented, average age of Indian students, courses most often pursued by Indian students, percentage of Indian students who complete programs, percentage of Indian students going on to four-year colleges, return rate to original communities, and special services available to Indian students. Twelve colleges responded to the survey; their responses ranged from very good to inadequate in terms of their ability to provide the requested information. In many categories, the information was unknown. The percentage of American Indians enrolled in each of the community colleges was also compared to the percentage of the American Indian population of the county served by each college. Results indicated that there was a wide range in community colleges' effectiveness in serving American Indians. Suggestions were offered to improve the efficacy of the community colleges in responding to Indian student needs. Limitations of the data used are noted in the report. A bibliography is appended. (JDS)

ED 135 417 JC 770 146
ICCB Summary Review of the IBHE Fall 1975

Space Survey.

Illinois Community Coll. Board, Springfield.

Pub Date 13 Oct 76

Note—35p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classrooms, College Buildings, Community Colleges, Educational Facilities, Evening Programs, Facility Inventory, *Facility Utilization Research, *Higher Education, *Junior Colleges, Private Colleges, School Space, *Space Utilization, *State Surveys, Statistical Data, Universities

Identifiers—*Illinois

This report presents statistical data for all Illinois public and private two-year and four-year colleges and universities extracted from the Fall 1975 Space Survey completed by the Illinois Board of Higher Education. Summary data by institution and totals and weighted means for types of institutions are provided on building efficiency (net assignable square feet compared to gross square feet), average weekly usage for classrooms and laboratories, distribution of space by type of room, and net assignable square footage per on-campus FTE (full-time equivalent) student. The data show that college buildings within the public community college system had a relatively high ratio of usable space to gross space when compared to other types of institutions. Although the public community colleges did not rank first among other institutions on measures of day utilization, when evening utilization rates were combined with day utilization rates the public community colleges ranked first in average weekly room hours of utilization for classrooms (30.5 hours) and laboratories (26.9 hours), and student station utilization rate for classrooms (27.1%) and laboratories (23.8%). Analysis of net assignable square feet (NASF) shows that the community colleges had 11.0 NASF for classroom space and 17.3 NASF for laboratory space per on-campus student FTE. (JDS)

ED 135 418 JC 770 147
Fiscal Year 1978 Operating Budget Recommendations for the Illinois Public Community College System.

Illinois Community Coll. Board, Springfield.

Pub Date 19 Nov 76

Note—61p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgets, Community Colleges, *Educational Finance, Expenditure Per Student, Expenditures, *Financial Problems, Income, *Junior Colleges, Operating Expenses, Program Costs, *State Aid, Statewide Planning, Statistical Data, *Unit Costs

Identifiers—*Illinois

This document contains the budget recommendations for Illinois public community colleges and the Illinois Community College Board for fiscal year (FY) 1978, reviews the funding history and problems of Illinois community colleges and pro-

vides a statement of need for the FY 1978 budget request totalling \$132,196,218. This figure compares to the FY 1977 budget appropriation of \$108,802,000, although \$117,111,500 had been recommended by the Illinois Community College Board. It is noted that in the three-year period of FY 1974-1977, state credit-hour grant support per student has decreased more than 8% while inflation has increased by nearly 25%. Consequently, the bulk of the recommended increase over the 1977 budget is for credit-hour grants, with a rate of \$20.80 recommended as the base rate for the average credit-hour grant. This budget recommendation is intended to prevent further program closures, tuition increases, and deterioration of educational quality. Tabular and graphic data are included throughout and provide information on: state appropriations by budget item and apportionment rates FY 1966-1977; anticipated revenues by source and per credit hour for FY 1978; unit costs by college and instructional program area for FY 1976; annual apportionment FTE enrollment by funding category for FY 1976; assessed valuations and estimated tax collection losses; and equalization funding. Overall, costs for operation of the Illinois community colleges for FY 1978 are projected at \$299,675,000 for 185,500 FTE students at \$53.85 per credit hour. (JDS)

ED 135 419 JC 770 148
The ICCB MIS Facility Inventory & Utilization Users Handbook.

Illinois Community Coll. Board, Springfield.

Pub Date Oct 76

Note—65p.; For a related document see JC 770 015. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Classrooms, College Buildings, Community Colleges, Computer Oriented Programs, Educational Facilities, *Facility Inventory, Facility Utilization Research, *Junior Colleges, *Management Information Systems, *Manuals, *Space Utilization

Identifiers—Illinois

This handbook is designed to assist community college administrators in using the various reports generated by the facility inventory and utilization subsystem of the Illinois Community College Board management information system. Among the reports generated by the subsystem are: room utilization report, campus classroom usage report, room use mapping by instructional type, room use mapping by utilization rate, building inventory summary, room inventory by room type, room inventory report, building inventory report, and facility inventory report. The room utilization and classroom usage reports are designed to display data by course enrollment, time of day, day of week, type of course, and to accommodate flexible "open" and "to be arranged" courses and laboratories. A brief explanation of the salient characteristics of each type of report is included as are lists of options which the prospective report user may utilize according to his needs for facility inventory/utilization information. Sample computer output for each type of report generated by the subsystem are included in this guide. (JDS)

ED 135 420 JC 770 149
ICCB MIS Faculty and Staff Utilization Users Handbook.

Illinois Community Coll. Board, Springfield.

Pub Date Oct 76

Note—64p.; For a related document see JC 770 016. Some pages may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Audiovisual Instruction, *Class Size, College Faculty, Community Colleges, Computer Programs, Course Organization, Courses, Discussion (Teaching Technique), Educational Television, *Junior Colleges, Laboratories, Lecture, *Management Information Systems, *Manuals, *Staff Utilization, Teacher Salaries, *Unit Costs

Identifiers—Illinois, *Student Contact Hours

This handbook is designed to assist community college administrators in using the various reports generated by the faculty and staff subsystem of the Illinois Community College Board management information system. Among the reports

generated by the subsystem are: faculty and staff salary report, class size by instructional type, number and percent of classes by instructional type and class size, state summary of number and percent of classes by class size, state summary of mean class size by instructional type, faculty outputs by college, faculty outputs per annual FTE by college, direct salary cost per unit of faculty output by college, and faculty course cost. A brief explanation of the salient characteristics of each type of report is included as are lists of options which the prospective report user may utilize according to his needs for faculty and staff information. The data utilized in each of the programs and the methods used to derive the various calculations are also explained. Sample computer output for each type of report generated by the subsystem for fiscal year 1975 are included in this guide. (JDS)

ED 135 421 JC 770 150

Faculty and Administrative Salaries in the Public Community Colleges of Illinois 1976-77. Data and Characteristics Volume V, Number 7. Illinois Community Coll. Board, Springfield. Pub Date Jan 77

Note—53p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, College Faculty, Community Colleges, Contracts, Degrees (Titles), Faculty Organizations, Fringe Benefits, *Junior Colleges, Salaries, Salary Differentials, *State Surveys, Statistical Data, *Teacher Salaries, Teaching Load, Tenure, Trustees

Identifiers—*Illinois

This document contains a narrative analysis and 28 tables of salary and related data for the Illinois Community Colleges. The first 16 tables present summary and institutional data on salaries for faculty and administrative personnel for 1976-77, including mean salaries paid to full-time teaching faculty; mean salaries for full-time teaching faculty per year course semester hour, weekly class contact hour, and academic month; salaries paid to top administrators during 1976-77; salaries based on salary schedules for full-time teaching faculty with master's degrees and varying levels of experience; salaries based on salary schedules for full-time teaching faculty with doctorate degrees; and percentage increase of faculty salaries for 1975-76 to 1976-77. Four tables present data on numbers of teaching and non-teaching faculty in terms of headcount, full-time/part-time status, and sex. In addition, the document presents data on the following related topics: faculty organization and recognized negotiating bodies, board of trustee representatives in faculty negotiations, sick leave policies, disability coverage and retirement policies, and other matters related to contracts (contract length, professional rank, tenure, average weekly contact hours, average yearly semester hours taught). The instrument used in the statewide faculty/administrative salary survey is appended. (JDS)

ED 135 422 JC 770 151

Statewide Inventory of Current and Intended Programs at Illinois Public Community Colleges. Illinois Community Coll. Board, Springfield.

Pub Date 1 Nov 76

Note—109p.; Not available in hard copy due to marginal legibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Role, Classification, Community Colleges, Conflict Resolution, Coordination, *Curriculum Planning, Instructional Programs, Interinstitutional Cooperation, *Junior Colleges, *Program Planning, *Regional Planning, *Statewide Planning, Technical Education, *Vocational Education

Identifiers—Illinois

As part of the effort of the Illinois Community College Board to develop and implement statewide and regional planning of occupational programs, input from community college administrators, presidents, and trustees was sought in order that policies, procedures and guidelines for statewide and regional planning could be formulated. Additionally, occupational programs currently offered and those intended for future implementation were classified as to whether they should be made available on district-wide, area-wide, re-

gional, statewide, or cooperative bases. The resulting occupational program classification scheme was then presented to community college personnel at seven regional meetings throughout the state. The bulk of this document contains the instructional program classifications for each of the seven regions of the state. Within the regional program classifications are the instructional program classifications for each college in the region. Procedures for resolving disagreements on program classification and duplication between institutions at the local level are outlined, and the role of the State Board in assisting the resolution of differences is also presented. (JDS)

ED 135 423 JC 770 152

Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1975, Second Term FY1976, and Fall 1976. Data and Characteristics Volume IV Number 1 [and] Volume V Number 2.

Illinois Community Coll. Board, Springfield.

Pub Date Feb 76

Note—153p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, Community Colleges, Comparative Analysis, Enrollment, *Enrollment Trends, Evening Students, Females, General Education, *Junior Colleges, Males, Minority Groups, Part Time Students, School Demography, Statistical Data, *Student Characteristics, Tables (Data), Vocational Education

Identifiers—*Illinois

These documents contain narrative analyses and tables of data pertaining to student enrollment and enrollment trends in Illinois public community colleges for fall 1975, spring 1976, and fall 1976. Data presented in tabular form include: comparison and trends in enrollment data from 1965 through 1975, enrollment data for fall 1975 relating to headcount, full-time equivalent enrollment, enrollment by instructional program, enrollment by sex, comparison of full- and part-time enrollment, transfer enrollment, enrollment by age and ethnic status, enrollment by place of residency, enrollment by time and place of attendance, and enrollment by county of residence. For selected categories, comparative longitudinal enrollment information is presented. The same types of enrollment data are presented for spring and fall of 1976. A glossary of terms used in these volumes is appended. (JDS)

ED 135 424 JC 770 153

Bugnard, Jane

Preparation of Paraprofessionals in Early Childhood Education at Essex County College.

Pub Date 76

Note—240p.; Ed.D. Dissertation, Teacher's College, Columbia University

Available from—University Microfilms, International Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-17,276, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Articulation (Program), Community Colleges, *Curriculum Development, *Early Childhood Education, Educational Theories, *Junior Colleges, *Paraprofessional School Personnel, Program Development, Questionnaires, Staff Role, *Teacher Education Curriculum

The purposes of this study were to develop a curriculum in early childhood education for the preparation of paraprofessionals for the staffs of pre-schools, and to propose strategies for its implementation at Essex County College (New Jersey). Tyler's principles for curriculum design served as a guide. A questionnaire was developed to seek opinions of early childhood education experts and practitioners on what paraprofessionals should be, do, and know. Three early childhood educational movements—romantic maturation, cultural transmission, and progressive developmental—were listed in the questionnaire as were four classifications of paraprofessional activities—instructional goals and objectives, environment and materials organization, instruction, and diagnosis evaluation. Respondents were asked to indicate their preferences on a forced choice rating scale and data were analyzed to determine the preferred theoretical positions of respondents. A model curriculum for pre-schools reflecting the progressive developmental ideology was developed. The curriculum for training

paraprofessionals at two-year colleges included career and academic guidance, a liberal arts core, history, theory, philosophy, instruction, materials, environments, and child development as related to early childhood education. Course offerings were designed to make the title of group teacher and transfer to a four-year college possible. (Author/JDS)

ED 135 425

Millonzi, Joel Kolker, Aliza

Factors in Remedial Education. The Case Study of an Alternative School.

Pub Date [76]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, Basic Skills, *College Environment, Counseling Programs, Experimental Schools, High School Students, Junior Colleges, Learning Motivation, Program Evaluation, *Remedial Programs, School Organization, *Secondary Education, *Social Structure

Identifiers—La Guardia Community College, Middle College High School

The Middle College High School, an experimental school at La Guardia Community College (New York) which incorporates the last three years of high school and the first two years of college, was designed for adolescents of average ability but deficient computational and communication skills. Remediation was viewed as a social as well as instructional process; the remedial strategy involved academic and personal counseling and basic skills instruction in a small, personal setting. This study was designed to isolate and analyze the remedial aspects of the program's social structure and functions. Participant observation data were collected over a three-semester period, focusing on instructional methods and content, motivating devices and failure management techniques, counseling patterns, discipline management, and interface between the Middle College and the college. Interviews were also conducted with staff and samples of students. The data indicated that the strongest component of the program was its small size and that the college environment facilitated student motivation, but that the counseling component fell somewhat short of its potential due to teacher/counselor uncertainty over non-traditional role expectations. The overall impact of basic skills instruction was found to rank behind that of size, setting, and counseling. (JDS)

ED 135 426

Pealer, Casius Henry, Jr.

The Effect External Agencies and Groups Have on the Operation of Central Florida Community College.

Pub Date 23 Oct 76

Note—93p.; Not available in hard copy due to marginal legibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Advisory Committees, *Agency Role, Community Colleges, *Federal Government, Government Role, *Junior Colleges, Local Government, *Organizations (Groups), Professional Associations, School Community Relationship, *Social Influences, *State Agencies, State Departments of Education

Identifiers—Central Florida Community College, *External Agencies

A study was conducted in order to identify the names and types of external agencies and groups which have had an effect on Central Florida Community College (CFCC), to summarize the more important and far-reaching suggestions and requirements made by each identified agency/group, and to summarize the effects that agencies/groups have had on CFCC operations. Information was collected by means of a questionnaire administered during interviews with thirteen CFCC administrators. Identified agencies/groups were then classified as to whether they were federal agencies, national groups, state/regional agencies, state/regional groups, local agencies, or local groups. More than eighty agencies/groups were found to have had an involvement with CFCC. The U. S. Department of Health, Education, and Welfare and the Florida State Department of Education were found to have had the most pronounced influence on the college's operation. Additionally, other federal agencies exercised control over the college's operation, to

the point of bringing about social change. It was noted that in nearly every instance, CFCC administrators had encouraged the involvement of external agencies with the college. It was recommended that top administrative officers should monitor external influences and should communicate to elected officials the effects of external agencies/groups on the college. (JDS)

ED 135 427 JC 770 156

DeFreitas, Patricia M. Roesler, Elmo D.
A Profile of First-Time Students at Virginia Community Colleges, 1974-75.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date July 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Aspiration, Age, *College Freshmen, College Preparation, Community Colleges, Comparative Analysis, Demography, Educational Objectives, Family Characteristics, Family Income, *Junior Colleges, *Junior College Students, Minority Groups, Socioeconomic Background, *State Surveys, *Student Characteristics

Identifiers—*Virginia Community College System

This report describes first-time students in the Virginia Community College System (VCCS) in terms of demographic characteristics, socioeconomic background, academic characteristics, and goals. Additionally, the VCCS student characteristics are compared with American Council on Education norms for two- and four-year public college students nationwide. Information on the VCCS students was collected by means of a student data form administered to nearly 30,000 students during 1974-75. Data analysis showed: (1) 51% of the students were men; (2) 15% were minority group members; (3) median age was 23.35 years; (4) 45% were married; (5) 48% had military experience; (6) 62% lived within ten miles of the community college they attended; (7) more than one-third of the students' parents had not completed high school; (8) more than half of the students' fathers were employed in white collar occupations; (9) median parental income was \$14,466; (10) 43% indicated an occupational goal as a reason for attending the community college; (11) 25% had no degree aspirations; and (12) 31% aspired to a baccalaureate or higher degree. Overall, it appeared that the VCCS was serving a somewhat different population from that of many two- and four-year public colleges across the nation. The student data form and tabular data on student characteristics are appended. (JDS)

ED 135 428 JC 770 157

Roesler, Elmo Jackson, Shirley
A Profile of Graduates: Virginia Community College System, 1974-75.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date Dec 75

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, *Associate Degrees, *College Graduates, *College Majors, Community Colleges, Demography, *Junior Colleges, *Junior College Students, Minority Groups, Program Length, State Surveys, *Student Characteristics, Transfer Students, Vocational Education

Identifiers—*Virginia Community College System

This report describes the students who graduated from the Virginia Community College System (VCCS) between July 1974 and June 1975 in terms of demographic characteristics, types of awards granted, curricula, credits earned, and length of time to earn awards. Data for the 6,051 graduates were provided by each of the VCCS community colleges. The data indicated: (1) 58% of the graduates were men; (2) 13% were minority group students; (3) nearly half received the Associate of Applied Science degree while one in three graduates earned an Associate of Arts or Associate of Science degree; (4) occupational-technical graduates accounted for two-thirds and transfer graduates one-third of all awards granted; (5) men and women differed with regard to curricular programs, with men predominantly selecting engineering, public service, and agriculture/natural resources, and women constituting the large majority of graduates in health services, communications/media, and business curricula; (6) a greater proportion

of whites than minority graduates selected transfer curricula; (7) overall median age of graduates was 23.5 years; (8) almost half of the graduates fulfilled their program requirements in the traditional two year period while one in four graduates took more than three years to complete their program. Tabular data on graduates' characteristics are appended. (JDS)

ED 135 429 JC 770 158

Adams, June Johnson Roesler, Elmo
Research in the Virginia Community College System, 1975-76.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date Aug 76

Note—43p.; For previous editions see ED 114 131 and 152

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bibliographies, College Administration, Community Colleges, Community Study, Enrollment, Followup Studies, *Institutional Research, *Junior Colleges, Junior College Students, Program Evaluation, Research Methodology

Identifiers—*Virginia Community College System

This bibliography lists the reports of research studies conducted at the 23 colleges in the Virginia Community College System during the 1975-76 academic year. Over 110 studies are listed in the three sections of this document. The first section provides annotations for 47 of the studies, selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by seven topics: follow-up studies, students, community, evaluation, research methods, administration, and enrollments. The second section presents all studies by topic and the third section lists all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. This annual bibliography is intended to provide a means of improving and formalizing communication about research activities in the Virginia Community College System. (JDS)

ED 135 430 JC 770 159

Report for Florida Community Colleges, 1975-76.
Florida State Dept. of Education, Tallahassee.

Div. of Community Junior Colleges.

Pub Date Feb 77

Note—167p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrative Personnel, Articulation (Program), Community Colleges, Costs, *Educational Finance, *Enrollment Trends, Expenditures, Instructional Programs, *Junior Colleges, State Aid, State School District Relationship, Statistical Data, *Statistical Surveys, Teacher Salaries, Vocational Education

Identifiers—*Florida

This report is intended to provide information with which to answer those questions about Florida's community colleges most frequently asked by members of the legislature, state agencies, external agencies, citizens, administrators, faculty members, and students. Introductory sections describe the history, goals and philosophy, and organization of the Florida public community college system. In addition, material on financial support, articulation, and legislative regulations on the establishment of occupational, vocational, and general adult education programs is presented. Appended are 23 tables of data which make up the bulk of the document. These include: opening and end of term headcount enrollment by class, program, and first-time or transfer status; annual FTE (full-time equivalent) enrollment by term and discipline; occupational program enrollments; headcount enrollments in apprenticeship, developmental, and community services programs; semester hours attempted and earned; occupational program inventory; degrees and other awards; annual salaries for instructional, administrative, and other personnel; revenues and expenditures for the General and Restricted Current Funds; full cost summary per FTE; and direct cost of instruction per FTE by program. (JDS)

ED 135 431

Robinson, Ann Garrett

The Effects of a Community Service-Oriented Curriculum on Alienation, Perceived Student Role and Course Satisfaction in Community College Students.

Pub Date 75

Note—140p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, *Community Services, Community Study, *Course Evaluation, Curriculum Development, Doctoral Theses, *Field Experience Programs, *Junior Colleges, Junior College Students, Participant Satisfaction, Social Sciences, *Student Alienation, Student Attitudes, Student Projects, *Student Role

A study was conducted to examine the effects of a one-hour credit community services laboratory attached to a three-hour credit social sciences course on community college student participants in terms of alienation, perceived student role, and course satisfaction. The community services laboratory consisted of an outside project engaging the student in direct contact with consumer agencies, groups, or individuals. One hundred students participated in the study and were measured for pretest/posttest changes in scores on an alienation instrument and two measures of perceived student role. Additionally, comparisons were made to determine whether course satisfaction was greater for students in course sections with and without a community service laboratory. Results of the study indicated that participation in a community service-oriented curriculum was far more satisfying for community college students than participation in a traditional curriculum arrangement. It was found that while the community service-oriented curriculum did not reduce student alienation, it was equal to the traditional method in changing perceived student role. Overall, the study revealed that the innovative community service-oriented curriculum was both relevant and worthwhile for meeting student and community service needs. Tabular data are presented throughout the report and an extensive bibliography and study-related materials are appended. (JDS)

ED 135 432

Wiedman, Phyllis

An Assessment of the Management Development Needs of De Anza College Administrators.

Pub Date 21 Dec 76

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Attitudes, *Administrator Education, Administrator Role, Community Colleges, Educational Needs, Inservice Education, *Junior Colleges, Leadership Training, *Management Development, *Needs Assessment, *Program Design, Staff Improvement, Surveys

Identifiers—De Anza College

Nineteen administrators at De Anza College (California), including members of the President's cabinet and division chairmen, were interviewed and surveyed in order to ascertain their professional development needs in the areas of management/administration functions, leadership, human resources management, and interpersonal relationships. Findings revealed that: (1) administrators would like an organized, on-going program of professional development that would include a variety of topics and training formats allowing for individual differences in experiences, skills, and interests; (2) administrators expressed uncertainty about what their management development needs really were since some were unclear about their role responsibilities while others indicated there was no system for evaluating their management performance; (3) administrators indicated a strong interest in developing their management skills through small group sessions, workshops, and opportunities such as internships that could be undertaken individually; and (4) the highest interest was in leadership and management/administration while the lowest interest was in human resources development. Several specific recommendations were made for the development of a systematic, flexible development program. Tabular data are included throughout the report. A bibliography is attached and the survey instrument is appended. (JDS)

JC 770 160

ED 135 433

JC 770 162

Phair, Tom S.

Staffing Patterns in Public California Community Colleges, a 1976-77 Overview.

California Community and Junior Coll. Association, Sacramento.

Pub Date 28 Feb 77

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age, *Beginning Teachers, *College Faculty, Community Colleges, Degrees (Titles), *Junior Colleges, Minority Groups, *State Surveys, Statistical Data, *Teacher Characteristics, Teacher Employment, Teaching Experience, Women Teachers

Identifiers—*California

A survey of staffing patterns focusing on the characteristics of new full-time staff in all 102 California public community colleges revealed: (1) full-time staff were reported as 17,019, an increase of 1,490 over the previous year; (2) average salary for full-time academic year employment was expected to be over \$21,000; (3) the retention rate for "old" staff was 96.38%; (4) paraprofessional, occupational, and vocational/technical training programs, especially in the industrial trades, employed sizable numbers of new staff; (5) 84% of the new staff were in a probationary status and could attain tenure in two years while the remaining 16% were classified as temporary employees; (6) the number of women newly employed approached parity with men—55% were male, 45% female; (7) caucasians accounted for 79% of the new hires, blacks for 7%, Latinos for 9%, and Asians for 4%; (8) new staff and faculty between the ages 27 and 35 accounted for half of the new hires; (9) only 9% of the new hires were from outside California; (10) 8% of the new staff had less than a Bachelor's degree while 12% had doctorates; (11) only 20% of the new hires had no prior teaching experience; and (12) 15% of the new staff came from four-year colleges. Tabular and graphic data are attached, including a master chart tabulating new faculty characteristics by specific subject field. (JDS)

ED 135 434

95

JC 770 163

Ugland, Richard Duane, Gail

Serving Students with Specific Learning Disabilities in Higher Education—A Demonstration Project at Three Minnesota Community Colleges.

Normandale Community Coll., Bloomington, Minn.

Spons Agency—Minnesota Higher Education Coordinating Commission, St. Paul; Minnesota State Community Coll. Board, St. Paul; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Note—73p.; Project participants included Rochester Community College, Normandale Community College, and Metropolitan Community College

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, *Demonstration Projects, Educational Diagnosis, Guidance Services, Higher Education, *Junior Colleges, Junior College Students, *Learning Disabilities, Persistence, *Program Evaluation, *Special Services, Tutoring

This document describes and evaluates the final year of operation of a three-year demonstration project conducted at three Minnesota community colleges which sought to locate learning disabled students in the three colleges, identify their special learning problems, and aid them in succeeding in their academic programs. During 1975-76, the project served 150 college students and 77 individuals from the community, all of whom had some form of learning disability. Primary problems experienced by the learning disabled students were deficiencies in reading, writing, and spelling. Project services delivered to these students included routine diagnostic services, individual and group tutoring, instructor intervention, program guidance, job placement, and behavior management. Cost of these services was less than \$150 per student. Some improvement in the grade point averages of project students was seen, but wide variation in course completion rates between participants and non-participants were found for some academic disciplines. Recommendations for the design and administration of programs for learning disabled students in higher education are presented based on project outcomes. (JDS)

ED 135 435

JC 770 164

Bergman, Irwin Gerace, Robert

A Follow-Up Study: How Do Basic Skills Students Compare With Non-Basic Skills Students in Some of Their Subsequent College Courses?

Pub Date Mar 74

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Basic Skills, College Freshmen, Community Colleges, Comparative Analysis, Control Groups, *Followup Studies, Grade Point Average, Institutional Research, *Junior Colleges, Junior College Students, Program Effectiveness, *Remedial Courses, Remedial Programs, Remedial Reading, Writing Skills

Identifiers—Queensborough Community College

The academic records of over 2,000 students who were required as a result of their national percentile scores on the Cooperative English Examination to take a remediation course in reading and writing skills during their first semester at Queensborough Community College (New York) were compared to the academic records achieved by an equal number of students who were not required to take a remediation course. The basis of comparison used was the grades received by both groups of students in various introductory academic courses taken one semester after the remedial students had taken their required reading and/or writing course. The same survey was conducted the following year with the new class of incoming freshmen. In both years of the study, the academic performance of the former remedial students with regard to the percentage of passing grades they received was very comparable to the percentage of passing grades received by the non-remedial students. The implications may be useful for evaluating programs given to underprepared students in two-year colleges. Extensive tabular data are appended. (Author/JDS)

ED 135 436

95

JC 770 167

Swain, Rufus S.

Faculty Satisfaction-Dissatisfaction and Management by Objectives for Results.

Wilson County Technical Inst., N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Faculty, Community Colleges, *Job Satisfaction, *Junior Colleges, *Management by Objectives, Management Systems, Organizational Change, Organizational Climate, Organizational Development, School Surveys, Teacher Administrator Relationship, *Teacher Attitudes

A study of faculty job satisfaction and dissatisfaction was conducted at Wilson County Technical Institute subsequent to the adoption of a Management by Objectives and Results (MBO/R) organizational development plan. Three samples of faculty were surveyed in 1972, 1974, and 1976 using a measurement instrument based on the behavioral theories of Herzberg, and resultant data were analyzed to determine if any significant differences existed between the three sets of faculty responses. Significant differences were found on nine of the survey items. In all but one instance, decreases in the level of dissatisfaction of faculty were noted. Overall, faculty showed increased levels of job satisfaction relating to their supervisors, job responsibilities, and growth opportunities. While not statistically significant, improvements were indicated in such areas as achievement, policy and administration, recognition, and working conditions. No increases in dissatisfaction in any of the areas measured by the survey instrument were found. It was concluded that implementation of the Management by Objectives and Results program was not achieved at the expense of faculty satisfaction. Tabular data are included in the report. (JDS)

ED 135 437

JC 770 168

Grade Distributions: Community Colleges, Fall 1976.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-100

Pub Date Feb 77

Note—24p.; Computer generated tables of data may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, College Credits, College Majors, Community Colleges, Comparative Analysis, Credit No Credit Grading, *Grade Point Average, *Grades (Scholastic), *Junior Colleges, Liberal Arts Majors, Persistence, Tables (Data), Transfer Students, Vocational Education

Identifiers—Hawaii

This report examines fall 1976 grade distributions in the Hawaii community colleges and compares them with those of previous semesters. Analysis of data for a total of 1,816 courses and 80,705 grades revealed: (1) the average grade in fall 1976 was 2.8, compared to 2.9 and 3.0 in previous semesters; (2) the credits-earned rate was 70%, 1% lower than the previous two semesters but higher than the 68% noted for fall 1974; (3) credits-earned rates were higher for vocational courses than for general education courses, consistent with patterns in earlier semesters; (4) 2,292 credit/no-credit grades were given, comprising about 3% of all grades compared to 4% in the previous semesters; (5) the percentage of "W" (withdrawal) designations was 9%, compared to 10% the previous spring and 15% in fall 1974; (6) "N" (no-credit) grades comprised 16% of the grades in transfer courses compared to a rate of 11%-14% in the previous semesters; and (7) liberal arts majors earned higher grade point averages than did vocational majors. Tables of academic grade data are included and provide grade distributions and averages by college, academic division, major, and comparative data on grade point averages for the five semesters fall 1974-fall 1976 by college, major, and educational objective (degree objective). (JDS)

ED 135 438

JC 770 169

Selected Characteristics, Classified and Unclassified (Regular) Students; Community Colleges, Spring 1977.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-101

Pub Date Mar 77

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age, Community Colleges, Comparative Analysis, *Enrollment Trends, Females, *Junior Colleges, Liberal Arts Majors, Males, Part Time Students, *Student Characteristics, Vocational Education

Identifiers—Hawaii

This report examines selected characteristics of regular credit (classified and unclassified) students in the Hawaii community colleges in spring 1977. Data for this report were derived from student applications, personal history forms, and student class registrations. Analysis of the data revealed: (1) regular students (20,625) comprised 71% of the total registrations (28,858) in community college programs; (2) spring 1977 enrollment of regular students was 1% less than in fall 1976; (3) males (57%) outnumbered females (43%), consistent with the pattern of previous semesters; (4) mean age of students was 25.5 years, compared to 24.7 years in fall 1976 and 26.0 in spring 1976; (5) the modal age group was the 18-19 year-old category; (6) 47% of the students were enrolled in the liberal arts program while 44% were enrolled in the vocational program; (7) average semester hours taken was 10.5 compared to 10.8 in the previous fall, and constituted the lowest average in three years; (8) 45% of the students were part-time, compared to 42% in the previous two semesters; and (9) 73% were continuing students and 13% were new students. Tabular and graphic data pertaining to student characteristics and enrollment are attached, including comparative data for the six semesters fall 1974 through spring 1977. (JDS)

ED 135 439

JC 770 170

Woodbury, Roger And Others

An Evaluation of Individualized Instructional Units Using the Bayesian Theorem in Two-Year Technical Institutes Designated as Developing Institutions.

Pub Date 3 Dec 76

Note—21p.; Paper presented at the Annual Southeastern Invitational Conference on Measurement in Education (15th, Clemson, South Carolina, December 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bayesian Statistics, Behavioral Objectives, *Cost Effectiveness, *Curriculum Evaluation, *Evaluation Methods, Institutional

Research, *Junior Colleges, *Learning Modules, Models, Program Effectiveness, Questionnaires, Statistical Analysis, Student Attitudes, Technical Institutes

This study used the Bayesian Theorem and cost/effectiveness analysis to measure the short and long range effectiveness and minimum costs of individualized instructional units constructed by educational development officers for use with low-income students at four North Carolina technical institutes designated as developing institutions. Students experiencing the individualized instructional units in the technical institutes responded to opinionnaires measuring their judgments of value of each instructional unit, and to questionnaires measuring the degree of behavioral objectives achieved per unit. A cost analysis procedure calculated the costs for each instructional unit. Student value judgments of each instructional unit formed the prior distribution of the Bayesian Theorem and the degrees of behavioral objectives achieved per unit made up the sample distribution of the model. Variables combined in the joint probability distribution generated utility probabilities (value) for each unit, and costs per unit combined with the utility values for each unit formed expected opportunity loss values in utilities from the conditional worth matrix. Utility and expected opportunity loss values indicated those instructional units with maximal effectiveness as well as those requiring revision. This model is an inexpensive effective planning procedure which demonstrates accountability in a variety of educational programs and systems. (Author)

ED 135 440 JC 770 171

Miner, Norris

A Model for Long Range Planning for Seminole Community College.

Seminole Community Coll., Sanford, Fla.

Pub Date [76]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Budgeting, College Administration, Community Colleges, *Educational Planning, Flow Charts, *Junior Colleges, Management Systems, *Master Plans, *Models, *Participation, Planning

A model for long-range planning designed to maximize involvement of college personnel, to improve communication among various areas of the college, to provide a process for evaluation of long-range plans and the planning process, to adjust to changing conditions, to utilize data developed at a level useful for actual operations, and to have utility in meeting internal and external long-range planning requirements is described in this paper. Use of the model requires only two college committees, one composed of the directors of the instructional areas, the director of library services, and a representative of the student development office, and the other composed of the college president and his cabinet. The first committee establishes the basic planning document and the second reviews the document and suggests revisions where appropriate. The management systems officer, not a member of either committee, is responsible for providing necessary data to both committees, converting information in the committees' plan into data for use in the program budget model, operating the program budget model, and serving as a consultant to the committees. This model is felt to reduce many of the shortcomings associated with the planning process while insuring maximum participation/representation of various college constituencies. A flow chart of the model is included. (JDS)

ED 135 441 JC 770 172

Developing a Model for Predicting Success in Florida Community College Business Courses for Recent High School Graduates.

Pub Date 75

Note—137p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Achievement, *Business Education, Community Colleges, Doctoral Theses, *Grade Prediction, Grades (Scholastic), *High School Graduates, *Junior Colleges, Models, Multiple Regression Analysis, *Predictive Ability (Testing), Predictor Variables, Standardized Tests, Student Ability

Identifiers—Florida, Florida Twelfth Grade Test

This document describes a model for predicting the success of recent high school graduates in

Florida community college business courses. In the development of the model, test scores from the Florida Twelfth Grade Test and grades earned during the senior year by high school graduates from eleven high schools in Brevard County entering their first semester business courses at Brevard Community College were analyzed in terms of their relationship to the students' first semester academic success in selected business courses. Multiple regression analysis indicated that the best predictor of student success was the student's senior year high school grades and the next best predictor was the student's score on the Florida test. These variables collectively accounted for approximately 40% of the variance in student performance in selected business courses. Prediction tables were developed with the result that academic success in selected business courses could be predicted for about 68% of the students within plus or minus .78 of a grade point of the predicted value. While a large percentage of the variance remained unexplained, it was felt that the model was nonetheless useful for the development of simple prediction tables for use in student advisement. Procedures for replicating this model in other institutions are appended. (JDS)

ED 135 442 JC 770 173

Hughes, G. Edward

State Community College Systems in Illinois and Tennessee: Historical, Philosophical, Legal and Financial Elements.

Pub Date [76]

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, Coordination, *Educational Finance, Educational History, Educational Philosophy, Enrollment, Expenditures, Federal Aid, Governance, Income, *Junior Colleges, *State Aid, *State School District Relationship

Identifiers—*Illinois, *Tennessee

This paper examines individually and comparatively the philosophical and legal bases and the funding patterns of the community college systems of Illinois and Tennessee. The Illinois community college system represents a locally controlled, state coordinated, shared funding approach while the Tennessee system represents a state controlled, governed, and financed system. The differences between these approaches stem in part from the historical, philosophical and legal elements characteristic of each system. Illinois has had a long history of community colleges as evidenced by its having the oldest extant community college in the nation, while, on the other hand, public community colleges in Tennessee are less than twelve years old. Overall, Tennessee lacks the educational and philosophical maturity which characterizes the Illinois system. The sources of revenue and expenditures of each community college system are analyzed in the paper and an example of the financing of one community college in each state is provided. Tabular data relating to finances in the two systems are included. Bibliographies for each state are included. (JDS)

ED 135 443 95 JC 770 174

Gold, Ben K. Morris, William

Student Accountability Model (SAM): Operations Manual.

California Community Colleges, Sacramento. Office of the Chancellor. Los Angeles Community Coll. District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—19-64741-C-6-010

Pub Date Feb 77

Note—99p.; Revised edition of ED 097 071. For a related document see ED 097 072

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Employers, *Followup Studies, *Junior Colleges, *Models, Questionnaires, Research Design, *Research Methodology, Sampling, Statistical Studies, Technical Education, Vocational Education, *Vocational Followup

Identifiers—California, *Student Accountability Model

This manual describes a comprehensive system of procedures or a model constructed for the purpose of improving occupational student follow-up in California community colleges. The manual deals with such pragmatic research considerations as conceptualization of research design, sampling,

questionnaire content, suggestions for data processing, and steps in actual implementation of the model. Among the other major topics dealt with in various sections of the manual are classification of occupational courses and identification of occupational student majors, follow-up procedures for various groups (graduates, partial completors, etc.), employer follow-up, and data processing. Appended are materials relating to identification of disadvantaged students, sampling techniques in follow-up studies, sample follow-up instruments, and a bibliography. (JDS)

ED 135 444 JC 770 175

Hazard, Francis E.

Status Survey of Institutional Research—Ohio's Two-Year Campuses.

Ohio Board of Regents, Columbus.

Pub Date 11 Mar 77

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Educational Researchers, Inservice Education, *Institutional Research, *Junior Colleges, *Organization, Research Needs, Research Problems, *State Surveys

Identifiers—*Ohio

A survey was conducted in an effort to determine the state of development of institutional research in Ohio public two-year institutions. A questionnaire mailed to the chief administrative officer at each campus yielded a response rate of 84%. Results of the survey showed: (1) at least 84% of the two-year campuses have or may be served by an institutional research office; (2) 62% of the autonomous campuses had institutional research offices; (3) the educational backgrounds of those responsible for institutional research was generally strong, although most had only one to five years of research experience; (4) only six of the two-year campuses had a person responsible for institutional research on a full-time basis, while 32% of the campuses required less than 25% of a staff member's time in the research function; (5) approximately 300 studies were conducted annually at two-year campuses and respondents indicated significant interest for further studies related to curriculum, instruction, goals and objectives, public relations, and community studies; and (6) priorities for institutional research were identified as determination of future and immediate needs and identification of institutional strengths and weaknesses, but preparation of descriptive reports, while low in priority, was the second most time-consuming function. (JDS)

ED 135 445 JC 770 176

Smeaton, Jane Wagner, Daniel J.

Barriers to Enrollment in Post-Secondary VTAE Programs in Wisconsin; Report Pertaining to Southwest Wisconsin Vocational-Technical Institute, Fennimore, Wisconsin.

Southwest Wisconsin Vocational-Technical Inst., Fennimore.

Pub Date Jun 76

Note—30p.; Supplement to Project 14-009-151-226. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Attendance, College Choice, Decision Making, *Enrollment Influences, Junior Colleges, Student Attitudes, Student Characteristics, Surveys, *Technical Education, *Technical Institutes, Vocational Education

Identifiers—*Enrollment Barriers, *Wisconsin

In order to determine the barriers to enrollment in Wisconsin vocational and technical institutes, 440 questionnaires were sent to potential students in the 1975-76 school year; 198 questionnaires were returned, over half from students who had applied but did not attend, for a response rate of 45%. Results of the survey indicated that, overall, job security, need for money, career indecisiveness, and program difficulties were the main barriers to enrollment at vocational-technical schools. Additionally, survey data indicated: (1) respondents had generally positive attitudes toward vocational-technical schools; (2) distance was a barrier to enrollment; (3) females experienced barriers to enrollment as a consequence of the limited number of programs which they perceived as available to them; and (4) financial aid, scheduling, information, and transportation were identified as barriers to enrollment. Recommendations made to reduce en-

rollment barriers included implementing more flexible instructional schedules, increasing adult counseling, offering more evening courses, encouraging females to participate in non-traditional occupations, increasing efforts in the area of minority recruitment, better dissemination of financial aid information, broadening the base of program offerings, better articulation with high schools, and personalization of the enrollment process. Survey data are included in the report. (JDS)

ED 135 446 JC 770 179
Abstract of the ACT Class Profile for 1975-76
Freshmen Enrolled in Illinois Public Community
Colleges. Research Report #11.

Illinois Community Coll. Board, Springfield.
Pub Date Apr 76
Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Aspiration, Achievement Tests, College Choice, *College Freshmen, Community Colleges, Comparative Analysis, Educational Objectives, Family Income, Grade Point Average, *Junior Colleges, Minority Groups, National Norms, *Student Characteristics, Tables (Data)

Identifiers—*American College Test, *Illinois

This document contains a summary descriptive analysis of a sample of 19,716 students who took the ACT test (American College Testing Program) and were enrolled in the public community colleges of Illinois during the fall 1975 term. The sample of students represented 12% of the total freshman enrollment and 20% of the full-time freshman enrollment in the public community colleges. Data indicated: (1) the ACT composite score for Illinois public community college freshmen was 17.3 and their average high school grade point average (GPA) was 2.6; (2) the public college freshmen had lower ACT scores and GPA's when compared to all Illinois college-bound students and as compared to national norms; (3) 50% of the students indicated they planned to apply for financial assistance and 56% anticipated working while in college; (4) 32% planned to obtain a two-year degree, 7% aspired to a less than two-year certificate, and 56% aspired to a bachelor's degree; (5) health and business and commerce professions were tied in popularity as the first vocational choice (18%) of the community college freshmen; and (6) "field of study" was cited by 47% of the students as the single most important factor in making their college choice, while 22% cited tuition cost as the most important factor. Sixteen tables of data presented throughout the report reflect analyses of selected student characteristics. (JDS)

ED 135 447 JC 770 180
Illinois Community College Board Statewide
Master Plan for Community Colleges;
RAMP/CC: 1977.

Illinois Community Coll. Board, Springfield.

Pub Date Mar 77
Note—194p.; Some pages may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Community Colleges, Construction Programs, Educational Accountability, *Educational Finance, Enrollment Projections, Instructional Programs, *Junior Colleges, *Master Plans, Personnel Needs, *Program Planning, *Statewide Planning, Tax Support

Identifiers—*Illinois

The educational plans for the Illinois community college system presented in this document were developed by the Illinois Community College Board in conjunction with the state community colleges. Six major sections—planning at the state level, enrollment projections, educational program planning, personnel requirements, finance, and community college outcomes—constitute the bulk of this master plan. Overall, the master plan shows that the Illinois community college system will continue to grow and expand during the next five years. Student enrollments are projected to increase but at a slower rate than in previous years. The number of educational programs will continue to increase in the occupational/career areas and change somewhat in other areas. Building programs at most of the colleges are expected to be essentially completed during the next five years and operating expenditures are expected to increase. Additionally, although stabilizing enrollments will decrease the funding problem at the state level, the community

colleges will have increased financial needs due to inflation and limited tax revenue. Extensive statistical data relating to each of the individual areas of the master plan are included throughout the document. (JDS)

ED 135 448 95 JC 770 181
Survey of 1975-76 Graduates: Community Col-
leges. Student Flow Project, Report No. 22.

Hawaii Univ., Honolulu. Community Coll.
System.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Mar 77

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Environment, Community Colleges, Educational Experience, Educational Objectives, *Employment Patterns, Evaluation, Followup Studies, *Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Student Characteristics, Student Opinion, Transfer Students

Identifiers—*Goal Attainment, *Hawaii

All 2,346 graduates of Hawaii community colleges 1975-76 were surveyed in September 1976 using a two-part questionnaire intended to elicit from students both general information and a general evaluation of the students' college experience. The evaluation section requested a rating of importance of 11 educational goals and 12 expectations, and a rating of the degree to which goals and expectations were fulfilled. A response rate of 65% was achieved. Analysis of the system-wide data showed: (1) 40% of the graduates were employed, 22% were enrolled in school and employed, and 9% were enrolled in school; (2) of those attending school, 48% were liberal arts majors, 65% were part-time students, and 63% were seeking bachelor's degrees; (3) of those employed, 71% were working full-time, 41% felt their course work was very relevant to their jobs while 32% felt their course work was somewhat relevant, and 36% felt that their present jobs were the type in which they would probably make their career; and (4) in terms of evaluating their college experience, 90% considered being educated for an occupation as very important, approximately 75% felt that their very important goals had been attained, and 79% considered having been able to choose from a large curriculum as being very important. Analyses of the survey data for each campus are included as are tabular data displaying survey responses. The survey instrument is appended. (JDS)

ED 135 449 JC 770 182

Hochman, Darlene

A Study of Achievement of Objectives by the En-
tering Class of 1971.

Suffolk County Community Coll., Selden, N.Y.

Pub Date Oct 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, *Aspiration, Commu-
nity Colleges, *Educational Objectives, *Failure Factors, *Followup Studies, Goal Orientation, Institutional Research, *Junior Colleges, Junior College Students, Objectives, Occupational Aspiration, *Self Evaluation, Student Opinion, Surveys

As part of a follow-up study of 1971 entrants to Suffolk County Community College, a questionnaire was sent to 717 former full- and part-time students matriculated in associate degree programs to determine whether the students' objectives in attending the college had been achieved. Of those surveyed, 370 responded. Analysis of data obtained from the survey revealed that only 4.5% of the respondents felt that they had achieved their objectives (which they were asked to state in their own words) while enrolled. However, nearly 90% expected to graduate. Notably, those who reported they had achieved their objectives were able to state them with precision, while those who reported they had not achieved their objectives were either unable to state their objectives or provided a nebulous response. Of the students who did not feel they had attained their objectives, the majority cited financial and family reasons as being the cause of their failure to do so. Overall, the data showed that the college met the educational and employment needs of its student body and that the institution's goals were consistent with most student objectives. It was concluded that personal factors, principally those

that were financial and familial, had the greatest influence on objective achievement by students. Tabular data are presented throughout the report. (JDS)

ED 135 450 JC 770 184

Parrish, Richard M., Ballester, Luis F.

A Study of the Graduation Attendance Policy at
Ocean County College.

Ocean County Coll., Toms River, N.J.

Report No.—76-77-04

Pub Date Feb 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attendance, Community Colleges, Graduation, *Graduation Requirements, Institutional Research, *Junior Colleges, Policy Formation, *School Policy, School Surveys, State Surveys, *Student Opinion

Identifiers—*Commencement Ceremonies, New Jersey

A random sample of 500 Ocean County College students were surveyed by means of a mailed questionnaire to ascertain their opinions on whether the College should have a mandatory or voluntary commencement attendance policy. In addition, all New Jersey county colleges were surveyed to determine the prevailing practice with regard to institutional commencement attendance policies. Of the full- and part-time students surveyed, 70% responded, and all of the county colleges responded. Survey findings showed that students favored adoption of a lenient commencement attendance policy, but the survey of the colleges showed no conclusive evidence of tendency toward one policy or another, required or voluntary. It was noted that regardless of the policies adopted by the various colleges, approximately 85-90% of the candidates eligible for graduation could be expected to attend. It was suggested that Ocean County College adopt a policy that would require candidates to be present at the scheduled commencement ceremony but would allow for exemption by submission of written explanation to the Dean of Students. Attached are the survey instrument and study-related materials. (JDS)

PS

ED 135 451 PS 008 614

Miller-Jacobs, Sandra

Open Education for Preschool Special Needs Chil-
dren.

Pub Date Feb 76

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Classroom Environment, Cognitive Development, Educational Diagnosis, *Educa-
tional Objectives, Emotional Development, Ex-
ceptional Child Education, Handicapped Chil-
dren, Learning Activities, *Open Education, Performance Based Teacher Education, Play, Preschool Curriculum, *Preschool Education, *Regular Class Placement, Social Development, *Special Education, Teacher Charac-
teristics, *Teacher Education, Teacher Role, Teaching Methods, Teaching Skills

Identifiers—Child Development Associates

This paper discusses and defines open education, preschool education and special education and the philosophy behind merging these three approaches. The paper attempts to show that each approach has unique contributions to make to the education of the young child with special needs. The role of teacher is discussed as well as aspects of learning and development that are stressed in these approaches. Many features are held in common. All three are concerned with fostering cognitive, affective and psychomotor development, a positive self-concept, independence and self-motivation. Implications for teacher education are discussed and competencies needed by teachers in a merged program are listed. Appendices include sections on themes and assumptions underlying open education; pedagogical characteristics of open education teachers at the primary level; goals of open, preschool and special education; play and young special needs children; competencies developed by the Massachusetts Early Education Council; competency areas for the generic special educator; and Child Development Associate (CDA) competencies. (MS)

ED 135 452 PS 008 978

Takanishi, Ruby

Early Childhood Education in Urban America.**Part I: An Overview.**

Pub Date Oct 76

Note—48p.; Paper presented at the IM-TEC/OECD Bicentennial Seminar on Managing Change in Urban Education (Cambridge, Massachusetts, October 11, 1976); For Part II, see PS 008 979

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, Adult Education, Child Care Workers, Compensatory Education, Day Care Services, *Early Childhood Education, Educational Change, *Educational Finance, *Educational History, *Educational Objectives, *Educational Policy, Parent Education, Performance Based Teacher Education, Preschool Teachers, Student Enrollment, *Urban Education

This paper (Part I of a presentation titled "Early Childhood Education in Urban America") provides information primarily for non-Americans interested in early education as it is related to the management of educational change. The focus is on policy making in early childhood education from a historical perspective, covering the years 1933-1976. Enduring themes in American early childhood education are identified and described. The existing structure of early childhood education is outlined in an overview of goals and purposes, and organization and administration of programs at the federal, state and local levels. Enrollment patterns, and recent developments in urban school systems, including parenthood education and adult education, staff preparation and development, and competency based training programs are also discussed. (MS) (MS)

ED 135 453 PS 008 979

Takanishi, Ruby

Early Childhood Education in Urban America.**Part II: An Overview of Policy Issues.**

Pub Date 11 Oct 76

Note—17p.; Paper presented at the IM-TEC/OECD Bicentennial Seminar on Managing Change in Urban Education (Cambridge, Massachusetts, October 11, 1976); For Part I, see PS 008 978

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development Centers, Compensatory Education, Day Care Services, Delivery Systems, *Early Childhood Education, *Educational Change, *Educational Finance, *Educational Objectives, *Educational Policy, Evaluation Methods, Government Role, Parent Education, Performance Based Teacher Education, Program Evaluation, Teacher Education, Teaching Skills, *Urban Education

In this paper (Part II of a presentation titled "Early Childhood Education in Urban America") four broad questions are discussed: (1) What are the goals of early childhood education? Continuing dilemmas in compensatory early education are articulated, and the questions of how should resources be allocated and who should benefit are raised. (2) Who is responsible for early childhood education? Discussed are parents and parent education, teachers and professional competencies and government responsibility. (3) How should child development services be delivered? Problems related to the coordination of child care services are discussed, and criteria for an ideal delivery system are identified. The question of the role of public school systems in delivering child care services is raised. (4) How will the issues facing early education affect the goals and roles of American education? It is suggested that one way of answering this question is to examine existing early childhood programs in public school systems. (MS)

ED 135 454 24 PS 009 018**Plagiaton Theory, Research and Practice: An Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—95p.; Filmed from best available copy

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 156, \$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Age Differences, *Annotated Bibliographies, *Cognitive Development, Cognitive Processes, *Concept Formation, Conservation (Concept), *Early Childhood Education, *Elementary Secondary Education, Higher Education, Language Development, *Learning Theories, Logical Thinking, Moral Development, Research, Special Education, Teaching Methods, Teaching Techniques, Thought Processes

Identifiers—*Piagetian Theory

This selective bibliography cites recent ERIC documents and journal articles focusing on Piagetian theory, research and practice. Entries include title, author and descriptors. Also included are an abstract and ordering information for each ERIC document and an annotation and journal citation for each journal article. Entries are drawn from "Resources in Education" ("RIE"), December 1975 through December 1976, and from "Current Index to Journals in Education" ("CJIE"), February 1976 through December 1976. (MS)

ED 135 455 PS 009 028**Selected Federal Programs Which Provide Services Relating to Child Care.**

Library of Congress, Washington, D.C. Congressional Research Service.; Office of Economic Opportunity, Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-76-31095

Pub Date 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bilingual Education, *Child Care, Day Care Services, *Early Childhood Education, Exceptional Children, *Federal Legislation, *Federal Programs, Financial Support, Gifted, Handicapped Children, Health Services, Learning Disabilities, Lunch Programs, Minority Group Children, Nutrition, Pregnancy, Resource Guides, *Social Services, Welfare Services

This publication lists federal programs which provide services relating to child care, grouped under the sponsoring agencies: Department of Health, Education, and Welfare; Department of Agriculture; Department of Labor, Community Services Administration, Appalachian Regional Commission, Department of the Interior, Internal Revenue Service, and Department of Housing and Urban Development. A brief description of each program is provided along with the legislation that established the program, authorization, expenditures in 1975, and comments. The appendix contains a list of federal agencies which can be contacted for further details regarding specific services for child care programs. (MS)

ED 135 456 PS 009 049

Choate, Robert B.

To the Federal Trade Commission in the Matter of a Trade Regulation Rule on Food/Nutrition Advertising.

Council on Children, Media, and Merchandising, Washington, D.C.

Pub Date Oct 76

Note—230p.; Filmed from best available copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agency Role, *Child Advocacy, *Children, Childrens Television, Cognitive Development, Consumer Education, *Consumer Protection, Early Childhood Education, Eating Habits, Family Health, Food Standards, *Government Role, Health Education, Mass Media, *Nutrition, Nutrition Instruction, Public Health, *Television Commercials, Television Surveys, Television Viewing

Identifiers—*Federal Trade Commission

Food advertising and its effects on children are discussed in this document petitioning the Federal Trade Commission (FTC) to amend a proposed rule on food promotion for the benefit of children under twelve. Extensive information is presented on television food commercials and their influence on children's nutritional beliefs and eating habits. The FTC's responsibility to protect children in commercial situations is emphasized, with suggestions given as to how the proposed amendments could be implemented within the framework of prevailing practices. It is claimed that the repeated advertising of food to children without factual nutritional information, particularly on the calorie-nutrient relationship, constitutes an unfair and deceptive act. It is

proposed that, with proper research, the food industry could find the means, perhaps in graphic form, of revealing nutritional worth while promoting food products. A behavioral study on a sample graphic showed that children at various age levels were able to learn to comprehend the complex relationship of calories and nutrients and to use both these dimensions in evaluating foods. Included in the document are specific technical recommendations to the FTC for carrying out goals and views expressed. Appendices present extensive data on food advertising and children's television viewing patterns, as well as a brief description of children's cognitive development and the influence of television on it. Samples of current advertising and experimental graphics are included. (BF)

ED 135 457 PS 009 056

Harnischfeger, Annegret And Others

Early Childhood Socialization and Social Class Environment.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—NIE-C-74-0032

Note—144p.; Pages 103 through 113 of the original document are copyrighted and therefore not available. They are not included in the pagination. Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Achievement, Caucasians, Changing Attitudes, Child Rearing, Discipline, *Early Childhood Education, Family Environment, *Family Influence, Family Status, Longitudinal Studies, Negroes, Occupations, Parent Attitudes, Preschool Children, Racial Differences, Sex Role, *Social Class, *Socialization, *Social Status, *Socioeconomic Influences, Socioeconomic Status, Tables (Data), Working Women

Identifiers—Saint Louis Baby Study

This report of family social class influences on children's characteristics is based on data from a longitudinal study of more than 1,000 children, black and white, of various social backgrounds. The sample was originally selected for another study (the St. Louis Baby Study) giving only secondary consideration to social factors. It includes a large number of lower-class black families and is not considered to be representative of the general American urban population. Data were collected from the mother, as general family informant and personal respondent, and from the child. Data on child and family cover the period from birth through the first year of school. Child characteristics include physical characteristics, scores on developmental measures, and scores on the Peabody Picture Vocabulary Test. Family factors include: family income, parental authority and role, number of siblings and size of household, paternal stability, maternal employment and age, parental education, and housing. Changes in maternal attitudes are also examined. The report differentiates between social class (its primary concern) and social status, attempting to keep parental occupational level, education and source of income conceptually distinct. The bulk of the volume consists of charts, tables and other background materials. Appendices include materials from an earlier report dealing with social class configurations of early childhood socialization. (BF)

ED 135 458 PS 009 067

Southard, J. K.

Office of the Coordinator of CDA Assessment for Southwest Region, Final Report: 1973-1974-1975.

Child Development Associate Assessment, Dallas, Tex.

Spons Agency—Child Development Associate Consortium, Inc., Washington, D.C.; Texas Southern Univ., Houston.

Pub Date Jan 75

Note—143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Child Care Centers, *Child Care Workers, Child Development, *Credentials, Educational Assessment, Paraprofessional Personnel, Performance Based Teacher Education, *Performance Criteria, Preschool Education, *Preschool Teachers, *Program Evaluation, Staff Improvement

Identifiers—*Child Development Associates, Region 6

This document reports on the Southwest (Region VI) Child Development Associate (CDA) assessment program during the 1973-74 and 1974-75 school years. Activities conducted through the office of the regional coordinator of CDA assessment are listed. An assessment system was developed and implemented to meet three needs: (1) to screen and rank CDA trainees on a priority basis for entry into the national CDA consortium assessment system; (2) to improve the quality of CDA training programs through assessment of trainee needs; and (3) to disseminate information about CDA training. The assessment system is described and critiqued, and recommendations for improving it are offered. Also included are the assessment manual used; a brief tabulated analysis of 1975 baseline data on the candidates, their training experience and their performance ratings; approximately 40 pages of "performance profiles" for the training institutions involved; information on a January 1975 workshop for CDA and Head Start Supplementary Training (HSST) personnel; and an overview of Region VI CDA written by an outside consultant. (SB)

ED 135 459 PS 009 074

Johnson, Dale L. And Others
Houston Parent-Child Development Center. Final Report.

Houston Univ., Tex. Dept. of Psychology.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—DHEW-90-C-379

Note—197p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Bilingual Education, Child Rearing, Community Services, Cultural Factors, *Home Programs, Intervention, Language Development, Learning Activities, Low Income Groups, Measurement Instruments, *Mexican Americans, Objectives, Parent Child Relationship, *Parent Education, Parent Participation, Parent Role, *Preschool Children, *Program Descriptions, *Program Evaluation, Socioeconomic Influences

Identifiers—*Houston Parent Child Development Center

This final report describes the development and evaluation of a parent education program, the Houston Parent Child Development Center in Houston, Texas. Funded by the Office of Child Development the Houston Model was especially developed to meet the needs of low income Mexican American families with preschool children. Major components of the program consisted of home visits, language development, a Parent Advisory Council, family workshops, community services and an in-center program. Chapter I of the document covers the economic and educational backgrounds of the families, their access to resources such as health services and family values. Chapter II considers the research basis for parent education including parent role and parents' own expectations for their children. A third chapter discusses program goals for mothers, fathers and children. Chapter IV gives a description of the model in terms of family involvement, professional staffing, educational methods and the bilingual/bicultural aspects of the program. Chapter V is an overall program description. Chapter VI presents the evaluation strategy and design, Chapter VII the program evaluation itself. (MS)

ED 135 460 PS 009 089
Statistical Highlights from the National Child Care Consumer Study.

Office of Human Development (DHEW), Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-76-31096

Pub Date 76

Note—30p.; For related documents, see PS 008 950-953

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Child Care, Child Care Centers, *Day Care Services, Delivery Systems, *Early Childhood Education, Family Background, Family Day Care, Financial Support, *Government Role, *National Surveys, Nursery Schools, One Parent Family, Parent Attitudes, *Statistical Surveys, Working Women

This summary, which provides statistical and analytical highlights from a survey of current patterns of child care use in the United States, is in-

tended to serve as an introduction to a four-volume report. Encompassing 4,000 one-hour interviews administered to a nationwide sample of households with at least one child under fourteen, the study's conception of child care embodies a broad range of program types. Summary statistics are presented from responses to questions on: basic characteristics of households involved; type and extent of child care used; why and by whom; cost of care; consumer attitudes; and the role of the public. Analytical highlights emphasize the significance of child age, parent employment and marital status in the need for child care services, while also dealing with the great variety of types of care, cost of care and government role. (Author/BF)

ED 135 461 PS 009 090

Gold, Dolores Andres, David
Relations Between Maternal Employment and Development of Nursery School Children.

Pub Date 76

Note—52p.; Paper presented at the Canadian Psychological Association Convention (Toronto, June, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cognitive Development, Early Childhood Education, Fathers, Intelligence, Measurement Instruments, Middle Class, Mothers, Nursery Schools, *Parent Attitudes, *Parent Child Relationship, *Preschool Children, Sex Differences, *Sex Role, Student Adjustment, Tables (Data), *Working Women
Identifiers—*Maternal Employment

This study examined the relationship between maternal employment status and the sex role concepts, cognitive development and adjustment of 110 nursery school children. It was predicted that maternal employment would be associated with a broadening of the children's sex role concepts. It was further predicted that there would be differential cognitive development depending on the sex of the child. There was evidence that children's sex role concepts were broader if their mothers were employed. The children's perceptions of their mothers were not related to the mother's employment status, but fathers were perceived more negatively by their sons if the mother was employed. Sons of employed mothers had lower IQ scores than either daughters of employed mothers or children with nonemployed mothers. Children with employed mothers received better adjustment ratings from their teachers and were described somewhat more favorably by their parents. Parental data were obtained from 83 sets of parents. There were some significant associations between the children's and parents' measures. The parents' behavior and attitudes varied with the mother's employment status and the sex of the child. (Author/MS)

ED 135 462 PS 009 091

Kaye, Kenneth Marcus, Janet
Learning by Imitation in Infants and Young Children. Final Report.

Chicago Univ., Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants; Spencer Foundation, Chicago, Ill.

Pub Date 9 Aug 76

Grant—NE-G-00-3-0042

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Eye Movements, *Imitation, *Infant Behavior, *Infants, *Interaction Process Analysis, Longitudinal Studies, Observation, Rating Scales, *Social Behavior, Social Development
Identifiers—*Accommodation Theory, *Mouth Movements

Investigating learning by imitation in infants and young children, this study addresses itself to the following issues: whether there is systematic accommodation, whether this imitation follows a universal sequence, how the development of an act over many trials relates to the development of indicators over many months, and what the phenomenon reveals about normal infant development in its social context. By meeting the gaze of the investigator, 34 infants elicited a rhythmic burst of 5 mouth movements, opening and closing. After many trials a majority of the infants themselves produced a burst of 2 or more such movements. Although no universal sequence of acts emerged from the data, a general form of accommodation was observed: (1) an orienting to the investigator, (2) a series of imitation of single features of the model, beginning with mouth

movement, and (3) a string of 2 or more features of the model, before (4) integrating the features into bursts of mouth opening and closing. (Author/MS)

ED 135 463 PS 009 092

Corwin, Sheila Strum, Irene
The Relationship Between the Cognitive, Conceptual, Emotional, and Perceptual-Motor Development in Disadvantaged Kindergarteners.

Pub Date 31 Oct 75

Note—8p.; Paper presented at the Annual Convocation of the Northeastern Educational Research Association (6th, Ellenville, New York, October 31, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, *Concept Formation, Correlation, Disadvantaged Youth, Elementary Education, *Emotional Development, Intelligence Quotient, *Kindergarten Children, *Perceptual Motor Coordination, Screening Tests, *Test Validity

The study was undertaken to determine the possibility of a relationship between the selected traits of cognitive ability, conceptual development, emotional maturity, and perceptual-motor development in disadvantaged kindergarten children, since the knowledge of the relationship between traits might make it possible to strengthen a child's deficiencies in one area through training in a related area. All incoming kindergarteners in an urban elementary school in a small city in Westchester County, New York were screened early in kindergarten using the Peabody Picture Vocabulary Test, the Boehm Test of Basic Concepts, and the Goodenough-Harris Drawing Test. A significant positive correlation between each of the selected traits was found. (Author/MS)

ED 135 464 PS 009 093

Hecht, Michael Strum, Irene
The Self-Fulfilling Prophecy: An Adaptation.

Pub Date 1 Nov 74

Note—9p.; Paper presented at the Annual Convocation of the Northeastern Educational Research Association (5th, Ellenville, New York, November 1, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, *Elementary Education, Elementary School Students, *Expectation, *Positive Reinforcement, Sex Differences, *Student Motivation, *Teacher Attitudes
Identifiers—Rosenthal (Robert), *Self Fulfilling Prophecy

To study the effect of motivating statements on the achievement of young children, a group of 52 first grade boys and girls was randomly divided into two groups. The experimental group was assigned a verbal task and given positive motivation on their ability to accomplish the task. The control group was merely given the assignment. Results of the t test indicated significantly higher task performances among the experimental group (p.05). These differences remained significant when studied separately for boys and girls, respectively. (Author/MS)

ED 135 465 PS 009 094

Day Care Youth Helper Program. Final Report of the National Commission on Resources for Youth.

National Commission on Resources for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 22 Jan 76

Grant—DOL-42-1-004-36

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adolescents, American Indians, Career Exploration, Child Development, *Day Care Programs, *Demonstration Programs, Educational Alternatives, *Field Experience Programs, High School Students, Individual Development, Junior High School Students, Low Income Groups, Material Development, Mexican Americans, Negroes, *Parenthood Education, Program Descriptions, Secondary Education, Work Study Programs, Youth Programs

Identifiers—*Day Care Youth Helper Program, *National Commission on Resources for Youth

This report describes the Day Care Youth Helper Program (DCYHP) developed at a number of demonstration sites across the country. The program was designed to give high school

and junior high school students an opportunity to work with preschool children through field experience in day care centers, coupled with a seminar for the planning of early childhood learning activities and the introduction of child development concepts. Demonstration projects were located in 14 public high schools, one privately funded alternative school and one public junior high school. Sites were selected to represent diverse geographical, socioeconomic, and ethno-cultural groups. The report describes program goals and concepts and the history of the demonstration projects over a 4-year period. Materials developed for use in the program are discussed in detail and a synopsis of evaluative material is included. Report chapters deal with: establishment of demonstration sites; the project director's job and training; materials for students and for supervisors; field experience; the seminar; and program evaluation. Evaluations showed: (1) surprising stability in the impact of the program on students, teachers and institutions; (2) institutionalization of the program in all but two of the original sites; and (3) replication of the model in over 20 sites with only technical assistance and no external funding. Among striking student gains, the successful participation of special students with problem histories was seen as particularly significant. (Author/BF)

ED 135 466 PS 009 095

Lepper, Mark R.

Generalized Effects of Modeled Self-Reinforcement Training. Final Report.

Stanford Univ., Calif. Dept. of Psychology.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date 1 Jun 76

Grant—NIE-G-74-0027; NIMH-MH-24504

Note—53p.; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Classroom Observation Techniques, *Elementary Education, Elementary School Students, Games, *Imitation, *Models, Objectives, *Peer Relationship, Positive Reinforcement, Research Methodology, Self Control, *Self Evaluation, *Student Motivation, Study Identifiers—Self Monitoring, Self Reinforcement

Four experiments focused on ways children could be trained to imitate others in imposing on themselves higher performance standards in game situations. The study also attempted to determine whether this internal achievement motivation behavior would be transferred by the children to situations such as learning in a classroom. The subjects were 122 male and 119 female elementary school children in grades two through six. The experiments involved children observing a peer model exhibiting high or low standards of self-reward in a novel game after which the subjects played the game, or subjects observing peer models choosing either difficult or easy goals in a novel athletic game after which the subjects played the same game, and, finally, subjects being given training in self-monitoring and simple goal-setting. Substantial persistence of the effects of exposure to the models and generalization of these effects to a new game was demonstrated. Subjects who had seen a model prefer more difficult goals had, themselves, chosen more difficult goals. Exposure to self-monitoring training produced an interest in achievement, although the goal-setting procedures had no effect on either study behavior or achievement. The study suggests that even relatively brief systematic attempts to affect children's goal-setting and self-monitoring behavior have significant beneficial effects, and that investigation into the adaptation of such techniques to educational contexts seems highly worthy of further pursuit. (Author/MS)

ED 135 467 PS 009 096

Tracy, Dana Friedman Pizzo, Peggy Daly

The State of the Child in Appalachia: Report of a Conference.

Appalachian Regional Commission, Washington, D.C.

Pub Date Jan 77

Note—87p.

Available from—Save the Children Federation, P. O. Box 319, Berea, Kentucky 40403 (\$1.50 for postage and handling)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Child Advocacy, *Child Welfare, Community Services, Conferences, Day Care Services, *Delivery Systems, Disease Rate,

Early Childhood Education, Economic Disadvantage, Family Health, Family Programs, *Federal Aid, Federal Legislation, Infant Mortality, *Intervention, Medical Services, Needs Assessment, Nutrition, Parent Participation, Pregnancy, *Public Health, Rural Areas, Rural Population, Welfare Agencies

Identifiers—*Appalachia, Appalachian Regional Commission

This report of a 13-state conference on the needs of young children in the Appalachian region examines present conditions and changes over the past decade. The conference was organized around three central questions: (1) what are the needs of Appalachian children for healthy development? (2) how do existing child development programs meet these needs? and (3) what do Appalachian programs need in order to improve their delivery of services? Conference recommendations include: emphasis on early intervention, with recognition of family context and cultural background; development of manpower, including administrative manpower; greater utilization of public information resources to obtain financial support; development of information and referral systems; improvement of communication among programs and states; establishment of a network for legislative information; development of a data base on needs and services; and an increase in parent involvement. Included with the text are copies of data on health manpower, employment and per capita income for the region, as well as information on a variety of projects funded from several sources. Appendices include suggested fundraising and proposal writing procedures and a series of charts showing the distribution of health care personnel, nutrition services, and infant mortality rates in the Appalachian area. (BF)

ED 135 468 PS 009 097

Ross, Sylvia Zimiles, Herbert

Children's Interactions in Open Versus Traditional Settings.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 75

Grant—720-0426

Note—10p.; Paper presented at the biennial conference of the International Society for the Study of Behavioral Development (Guilford, Surrey, England, July 13-17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Classroom Environment, *Classroom Observation Techniques, Classroom Research, Cognitive Development, Comparative Analysis, Educational Objectives, *Elementary Education, Elementary School Students, *Group Behavior, *Interaction Process Analysis, *Open Education, Peer Groups, *Peer Relationship, Private Schools, Progressive Education, Public Schools, Social Behavior, Socioeconomic Influences, Teacher Behavior

Identifiers—Differentiated Child Behavior Observational System

This study reports on differences in children's interactional behaviors in traditional and non-traditional classrooms. The Differentiated Child Behavior Observational System which provides for systematic recording of group behavior in ongoing classroom activities, was applied in two days of observation in each of 17 classrooms (grades 1 to 3, ages 6 to 9). Two traditional (one middle-income and one low-income) and two nontraditional groups (one middle-income and one low-income) were compared. The nontraditional middle income classrooms were in private schools, the others in public schools. Significant differences were found in sheer amount of interaction, with significantly greater amounts in the two nontraditional groups. Although the general distribution of behavior among the six major categories (Gives Information; Questions; Expresses; Acts Destructively; Organizes; Represents) showed similar patterns, important qualitative differences were shown in finer-grained analysis of the 50 sub-categories. There were significantly more higher-level cognitive statements and questions by children in the Non-traditional groups. Expressive interactions, primarily limited to routine requests and complaints in the Traditional groups, represented a greater proportion of feelings and concern for others in the Nontraditional groups. The latter also had more autonomous and creative representa-

tational interactions and far less destructive behavior. Also reported are correlations with teacher behavior, reliability of DCB and intra-group differences. (Author/MS)

ED 135 469 PS 009 098

Guinagh, Barry J. Gordon, Ira J.

School Performance as a Function of Early Stimulation. Final Report.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 76

Grant—NIH-HEW-OC-D-638

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Disadvantaged Youth, *Early Childhood Education, *Early Experience, Elementary Education, Home Visits, Intelligence, *Intervention, *Longitudinal Studies, Mothers, Parent Child Relationship, *Parent Education, Parent Participation, Program Effectiveness, Rating Scales, Special Education, Teacher Attitudes

The purpose of this study, a longitudinal extension of a series of early interventions by means of parent education projects, was to determine if there were lasting effects on school performance and home-school relations. School records of 91 elementary school students through grade 4 who had been involved for 1, 2 or 3 consecutive years in the original intervention were examined. Their present elementary teachers filled out rating forms on classroom involvement and their perception of parental involvement. Significant differences in favor of the treatment groups were found. Fewer were assigned to special education programs in general and EMR and TMR classes in particular. There were significant differences in favor of the longitudinal group performance on the MAT, SAL and CTBS in second, third or fourth grade. There were no significant differences in teacher ratings. The results indicate that there were clear lasting school achievement and performance effects for children who were in the original program for 2 or 3 years and the effect lasted up to 6 years. (Author/MS)

ED 135 470 PS 009 099

Miller, Regina M. And Others

Experimental Analysis of a Four-Component Procedure for Decreasing Noncompliance in a Preschool Child.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Sep 72

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (80th Honolulu, Hawaii, September 1-10, 1972)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Change, *Behavior Problems, *Comparative Analysis, Discipline Problems, Positive Reinforcement, Preschool Children, *Preschool Education, Problem Children, *Teacher Behavior

In this study a 4-component procedure designed to decrease a 4-year-old child's noncompliance behaviors was experimentally analyzed as to the effectiveness of the separate components of the package. Once experimental control had been demonstrated and the subject's noncompliance behaviors had been decreased to an acceptable level, separate analyses of the program components were initiated. Program components were: (1) consistent instructions, which involved making sure that the subject complied by reissuing the instruction so that the subject knew what was expected of him; (2) physical aid or "put-thru," which involved actually aiding the subject to pick up blocks, move furniture or remain in a large group; (3) time-out, which was used as a back-up for noncompliance and required the subject to sit on a chair for 60 seconds without getting off or tantrumming; and (4) teacher attention specifically praising the subject for compliance. Results indicated that the total package manipulation was most successful in decreasing all noncompliance behaviors. When contingent teacher attention alone was used, noncompliance behaviors increased gradually to above baseline rates. The condition combining consistent instructions, "put-thru and contingent teacher attention yielded a considerably lower range of noncom-

pliance behaviors. The condition combining contingent teacher attention with consistent instructions over time brought noncompliance to under 10% but proved less effective than the total 4-component manipulation. (Author/SB)

ED 135 471 PS 009 100

Hawn, Joyce And Others

The Effects of Active and Quiet Activities Upon Subsequent Attending of Preschool Children.
Pub Date 29 Mar 73

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activities, *Attention, *Attention Control, Behavior Change, *Behavior Patterns, *Classroom Observation Techniques, Learning Activities, Play, Preschool Children, Preschool Curriculum, *Preschool Education, Problem Children, Rating Scales, Story Reading

The present study examined the effect of preceding activities upon the attending behavior of preschool children while listening to a story in a large group situation. Attending in the group subsequent to active play was compared with attending in the group subsequent to a quiet activity. The four subjects of this research ranged in age from 3 to 4 years and were a representative sample of the entire groups's attending behavior. The active play period took place outside where the children had access to playground equipment. Quiet indoor activities consisted of performing conceptual tasks, looking at books, or playing a game at a table. Observation of the children's attending behavior took place during large group. The observer used a 15-second scanning procedure and recorded whether the subjects were attending while a story was being read or a movie shown. Attending was defined according to bodily position directed toward the designated stimuli; silence; response to teacher instructions; display of disruptive behavior, and closeness to the group. Results indicated that the children were less attentive in large group when a quiet activity preceded it than when an active activity preceded it. This study points up the fact that behavior can be altered by scheduling a preceding activity which will reduce the occasion for inappropriate behavior. (Author/MS)

ED 135 472 PS 009 102

Reuter, Katherine E. LeBlanc, Judith M.

Variable Differential Reinforcement of Other Behavior (VDRO): Its Effectiveness as a Modification Procedure.

Kansas Univ., Lawrence. Bureau of Child Research.; Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Public Health Service (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—NICHHD-HD-00247; PHS-HD-02528/05

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Change, *Early Childhood Education, Experimental Psychology, *Preschool Children, *Reaction Time, *Reinforcement

Two groups of five preschool children were trained to press a key for marbles for four sessions of variable ratio reinforcement (VR6). Subsequently, response decrement for the groups was compared during conditions of fixed and variable differential reinforcement of other behavior (DRO and VDRO). Fixed DRO was more effective for decreasing response rate. The differences were independent of original baseline response rates. Development of "superstitious" or other behavior during fixed DRO possibly facilitated the more effective response elimination in those conditions. (Author/MS)

ED 135 473 PS 009 103

Keogh, William J. And Others

The Effects of Antecedent Stimuli Upon a Preschool Child's Peer Interaction.

Pub Date Mar 73

Note—19p.; Filmed from best available copy; Paper presented at the Biennial Meeting of the Society for Research in Child Development

(Philadelphia, Pennsylvania, March 29-April 1, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Development, Equipment, *Peer Relationship, Play, Positive Reinforcement, Preschool Children, *Preschool Education, Research, *Social Behavior, *Social Development, *Social Relations, Teacher Influence

This study analyzed the effect of (1) teacher priming and (2) the presence of novel gross motor play equipment on peer interaction. The subject was a 2 1/2-year-old boy who seldom interacted with his classmates in a toddler class. In the teacher priming condition, teachers verbally and nonverbally prompted the subject to interact with peers, while withholding praise or approval following interactions. In the play equipment condition, one of three novel pieces of gross motor equipment was placed in a special area of the classroom or playground. In a third condition, teachers prompted the subject to "try out" one of the pieces of gross motor equipment, again withholding praise or approval for interactions. Observations were conducted daily during a 20-minute inside free play period and during a 14-minute outside free play period. Behaviors were recorded in 10-second intervals. Results indicate that both the presence of novel play equipment and teacher primes increased the level and duration of appropriate social interaction. Eight pages of graphs and pictures are included. (SB)

ED 135 474 PS 009 104

Holt, Wilma J.

Problems in Aggression: Three Case Studies.

Pub Date 5 Nov 71

Note—19p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Minneapolis, Minnesota, November 5, 1971)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aggression, *Antisocial Behavior, *Behavior Change, Behavior Problems, Case Studies, Conditioning, Discipline Problems, Extinction (Psychology), Negative Reinforcement, Peer Relationship, Positive Reinforcement, *Preschool Children, Preschool Education, *Reinforcement, Social Reinforcement, Violence

This paper reviews three studies which illustrate the use of two different techniques of behavior modification to control aggression in preschool children in classroom situations. The first technique demonstrated the use of "time-out" as a mild punishment procedure. The teacher changed events following aggression by briefly removing the child from reinforcing experiences. This procedure was effective in reducing aggressive behaviors of two 4-year-old boys in two different studies, one conducted by Busby, Thomson and LeBlanc, and the other by Holmberg, Kastl, Hursh and Colley. In the former study, after attack behavior was decreased, this decrease was maintained when the time-out technique was contingently applied to other behaviors. In the latter study, an increase in the subject's peer interactions was shown when his aggressive behaviors were low. In a less direct approach, Pinkston, Reese, Baer, and LeBlanc used extinction and reinforcement to control aggression. Teachers ignored the 3 1/2-year-old subject's aggressive behavior and gave attention to the child who was the object of the aggression. Later, when the subject exhibited nonaggressive behavior, he received social reinforcement. Return to the no-treatment condition demonstrated the effect of the treatment procedure, in that the behavior increased each time there was a no-treatment procedure in effect. It is conjectured that if the subject acquired the necessary skills to interact with his peers, peer attention would become the reinforcer for nonaggressive behavior. (Author/BF)

ED 135 475 PS 009 106

Yurchak, Mary-Jane H. And Others

Infant-Toddler Curriculum of the Brookline Early Education Project.

Brookline Public Schools, Mass.; MASBO Cooperative Corp., Winchester, Mass.

Spons Agency—Carnegie Corp. of New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date Nov 75

Note—241p.; For related documents, see PS 009 107-109

Available from—Brookline Early Education Project, 287 Kent Street, Brookline, Massachusetts 02146 (\$7.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Rearing, Cognitive Development, *Curriculum Guides, *Early Childhood Education, Educational Objectives, Family Involvement, *Home Visits, Infant Behavior, *Infants, *Outreach Programs, *Parent Education, Parent Participation, Parent Role, Parent School Relationship, Physical Development, Preschool Curriculum, Social Development, Teacher Role

Identifiers—BEEP, *Brookline Early Education Project

The purpose of this guide is to present some of the tools used by the teachers of the Brookline Early Education Project in preparing teaching sessions with parents. The material is used during the Infant-Toddler phase of the BEEP program. It is relevant to families with babies between birth and two years of age. During this period, services of the project are delivered to the parents and through them to their child. Most of the work is done in the family's home usually with the child and one or both parents present. In some cases the work is done in the BEEP Center. In others, where the child is under the care of someone other than his parents, visits may be made in the day care center or in the caretaker's home. Sections included in this Curriculum are: (1) The BEEP Home Visitor, (2) Themes of the Brookline Early Education Program, (3) Principles of Child Development and Related Parent Behaviors, (4) Curriculum Sequences for Physical, Social and Cognitive Development, (5) Questions to Structure Home Visits, (6) Questions and Issues Parents Have Raised, (7) Potential Goals for Families, (8) Teacher Evaluation Interview, (9) References for the BEEP Education Program, (10) Forms for Recording Information. (Author/MS)

ED 135 476 PS 009 107

The Brookline Program for Infants and Their Families: The First Operational Year.

Brookline Public Schools, Mass.
Spons Agency—Carnegie Corp. of New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date 16 Oct 73

Note—91p.; For related documents, see PS 009 106-109

Available from—Brookline Early Education Project, 287 Kent Street, Brookline, Massachusetts 02146 (\$3.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, *Clinical Diagnosis, Cost Effectiveness, Diagnostic Tests, *Early Childhood Education, Growth Patterns, *Health Programs, Home Visits, *Infants, Motor Development, Nutrition, *Outreach Programs, Parent Participation, Prenatal Influences, *Primary Health Care, Program Descriptions, Program Evaluation, Resource Centers, Teacher Role, Toys

Identifiers—BEEP, *Brookline Early Education Project

This is a report on the first year of the Brookline Early Education Project (BEEP), a program that delivers both diagnostic and educational services to one hundred twenty-seven families who have had or expected to have babies in 1973. It has opened a parent resource center, trained a staff of individuals from different professions, worked to inform its target communities of its purposes and services. Among the objectives of the program are: to provide diagnostic and educational services to the family throughout their child's preschool years, to evaluate the benefits and cost effectiveness of these services, to determine the value of the various diagnostic procedures in predicting later learning and health problems, and to determine whether a public school, pediatric center and a graduate school of education can develop new ways of working together to raise the quality of diagnostic and educational services for young children and their families. Included in the document are descriptions of the diagnostic program, the education program, the evaluation program, family enrollment and outreach efforts. Appendices include information on a toy lending library. (Author/MS)

ED 135 477

PS 009 109

Pieron, Donald E.

The Third Year of the Brookline Early Education Project.

Brookline Public Schools, Mass.

Spons Agency—Carnegie Corp. of New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date 15 Dec 75

Note—22p.; For related documents, see PS 009 106-108

Available from—Brookline Early Education Project, 287 Kent Street, Brookline, Massachusetts 02146 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, *Clinical Diagnosis, Dental Health, Diagnostic Tests, *Early Childhood Education, Enrollment, *Health Programs, Interviews, *Outreach Programs, Parent Participation, *Preschool Children, *Primary Health Care, Program Descriptions, Social Services, Workshops

Identifiers—BEEP, *Brookline Early Education Project

This is the third progress report of the Brookline Early Education Project (BEEP) which is a program designed to provide diagnostic and educational services to the family through their child's preschool years. This document provides information on (1) the BEEP center, (2) playgroups: transition phase of the education program, (3) dental screening and education, (4) lead and anemia screening, (5) parent interviews, (6) family count, (7) diagnostic referrals, (8) social services component, (9) interdisciplinary case reviews, (10) comparison group testing, (11) school evaluation plans, (12) seminars, (13) visits, (14) pediatric workshop, (15) prekindergarten phase, (16) computerized data analysis, (17) publication plans and (18) forthcoming proposal. (MS)

ED 135 478

PS 009 111

Copeland, William C.

Finding Federal Money for Children's Services: Financing Services for Children through Title XX and Other Programs. Manual 1.

Child Welfare League of America, Inc., New York, N.Y.; Hecht Inst. for State Child Welfare Planning, Washington, D.C.

Pub Date 75

Note—63p.; For related documents, see PS 009 309-311

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Child Advocacy, Childhood Needs, *Child Welfare, Federal Aid, *Federal Programs, Financial Needs, *Financial Support, Government Role, Human Services, Information Services, Manuals, *Program Budgeting, Social Services, State Aid, *State Federal Aid, Tables (Data), Voluntary Agencies, Youth Agencies

Identifiers—*Social Security Act Title XX

This is the first manual of a 4-part series on how to find, obtain, contract for and manage Federal money for children's services. The first manual concentrates on ways to locate funds for new and existing programs. Emphasis is on Title XX of the Social Security Act, but attention is given also to alternative sources where Title XX funds are not sufficient. Although of possible interest to public agencies, the series is aimed primarily at voluntary child welfare agencies and other nongovernmental child advocacy groups. Main sections deal with: (1) elements of the Title XX funding process; (2) determining the availability of Title XX money; (3) using Title XX in combination with other programs (a "redeployment" strategy); and (4) financing the construction of facilities. The manual describes what to do if a state has not spent up to its legislated ceiling for Title XX money. In cases where the state has spent up to its ceiling, it discusses where other funds may be secured and where services currently under Title XX may be transferred, freeing money for children's services. Agency listings, statistical tables and a technical glossary are included. (Author/BF)

ED 135 479

PS 009 112

Footer Care: Problems and Issues. Hearing Before the Subcommittee on Select Education of the Committee on Education and Labor, House of**Representatives Ninety-Fourth Congress, Second Session. Part 2.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 8 Sep 76

Note—455p.; Pages 129-237 of the original document are copyrighted and therefore not available. They are not included in the pagination. Not available in hard copy due to small print size in appendices. For Part 1, see ED 131 951

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Advocacy, *Child Welfare, Committees, Court Cases, Federal Aid, *Federal Legislation, *Foster Children, *Foster Homes, Public Policy, *Standards

Records the proceedings of the hearing before the House Subcommittee on Select Education, September 8, 1976, on foster care. Included are the statements and prepared statements presented to the committee. An appendix contains additional prepared statements and related materials. (SB)

ED 135 480

PS 009 113

McKee, Judy Spiller, Ed.

Readings in Early Childhood Education 77/78. Annual Editions Series.

Pub Date 77

Note—288p.

Available from—Annual Editions, The Dushkin Publishing Group, Inc., Sluice Dock, Guilford, Connecticut 06437 (\$5.95)

Document Not Available from EDRS.

Descriptors—Anthologies, Behavior Problems, Child Abuse, Child Care, *Child Development, *Child Rearing, Cognitive Development, Curriculum, *Early Childhood Education, Elementary School Students, Emotional Development, Exceptional Children, Infant Behavior, Learning Activities, Nutrition, *Parent Child Relationship, Parent Education, Parents, Preschool Children, *Social Attitudes, Social Development, *Teacher Education, Teaching Techniques, Television Viewing

This is an illustrated collection of 77 articles from journals, popular magazines and other sources, intended for use by early childhood education classes. The articles, representing many points of view, are authored by experts in psychiatry, psychology, pediatrics, educational research, anthropology, toy design, state and public school administration, early childhood education, and curriculum design. Articles are grouped under seven topics: (1) Spectrum, which addresses a number of issues in early childhood education, (2) Development and Educational Opportunities, (3) Child Rearing and Parent Education, (4) Exceptional Children, (5) Behavior and Guidance, (6) Programs and Curricula, and (7) Teaching and Evaluation. Within each section development and education are discussed for children ranging from infancy through age 9. (MS)

ED 135 481

PS 009 115

Taylor, Lorne

Evaluation of Preschool Programs.

Pub Date Jun 76

Note—13p.; Paper presented at the Canadian Psychological Association Convention (Toronto, June, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Classroom Observation Techniques, *Early Childhood Education, Educational Assessment, Evaluation Methods, *Interaction Process Analysis, *Measurement Goals, Measurement Instruments, *Preschool Evaluation, Preschool Programs, *Research Methodology, Student Behavior, Student Teacher Relationship, Teacher Behavior

Identifiers—Canada

This paper discusses the use of process-oriented research in early childhood programs. Process analysis is contrasted with outcome-oriented evaluation, the latter seen as prevalent in current research practice. Four functions of process analysis are: to describe current teaching practices, to train teachers, to monitor instructional programs, and to investigate relationships between classroom activities and pupil growth. Systems for observing the process of teacher-child interaction are categorized as either open, low-inference systems or closed, high-inference systems. The specimen-description technique is cited as an example of the former, while examples

of closed systems are time-sampling, event-sampling and trait-rating. Methodological issues discussed relate to choice of appropriate instruments, reliability of observers, and degree of researcher control over selection and supervision of the program to be evaluated. (Author/BF)

ED 135 482

PS 009 116

Flemming, Bonnie Mack And Others

Resources for Creative Teaching in Early Childhood Education.

Pub Date 77

Note—634p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017 (\$12.95, plus \$.91 postage/handling)

Document Not Available from EDRS.

Descriptors—Art Education, Audiovisual Aids, Bibliographies, Dramatics, *Early Childhood Education, Ethnic Studies, Games, *Instructional Materials, *Learning Activities, Learning Laboratories, Music Education, Physical Education, Playgrounds, *Preschool Curriculum, *Resource Guides, Science Instruction, Self Concept, *Teaching Methods, Transportation

This resource handbook (a continuation and expansion of an original work published in 1969 by the Curriculum Committee of the Kansas Association for the Education of Young Children) integrates curriculum ideas and learning opportunities into every part of a school day's program. The book deals with a variety of subjects grouped under the general headings Self-Concept, Families, Family Celebrations, Seasons, Animals, Transportation, and The World I Live In. Each topic area is divided into sections on basic understandings; additional facts the teacher should know; methods most adaptable for introducing the subject to children; vocabulary; learning centers, including discovery center, dramatic play centers, learning, language, and readiness materials center, art center, and book center; planning for group time, including music, fingerplay and poems, stories, games, routine times, large muscle activities and extended experiences; and teacher resources, including books and periodicals, pictures and displays, and community resources. Included are descriptions of games, music, art, and dramatics, accessories, and playground equipment that can be made by the teacher; listings of commercial games, records and their manufacturers; and concise bibliographies. The book combines a quick reference for basic information about curriculum ideas and a practical, scannable format. It is perforated and three-hole punched so that it can be used in a loose-leaf binder. (MS)

ED 135 483

PS 009 117

Karson, Alfred Lennart

Preschool, Primary School, and Middle School Educational Practices in the People's Republic of China Today: A First Hand Report.

Pub Date [76]

Note—12p.; For related document, see ED 131 938

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Chinese, *Early Childhood Education, *Educational Objectives, Educational Philosophy, *Educational Practice, *Elementary Secondary Education, *Foreign Countries, Preschool Education, School Attitudes, Teacher Education, Values

Identifiers—*China

This paper records observations made on a tour of educational settings in the People's Republic of China. Discussed are the philosophy and aims of current Chinese education, curriculum practices in the preschool, primary and middle school and in teacher training institutions, The Little Red Soldiers programs and the Children's Palaces. Educational practices are influenced greatly by Maoist ideology. Preschools stress group activities and most have few toys or other physical props in comparison with their American counterparts. Kindergarten curriculum stresses physical development, but some attention is given to art and rudimentary language skills. In primary school, academic instruction and the study of Maoist teachings are begun. In middle school, the curriculum becomes specialized and much time is spent in factories or on communes where children are taught to respect manual labor. Primary and middle schools are very formal. At age 17 all men and women are assigned to work in a factory or on a farm for two years. Members of the neighborhood party make recommendations for further education. Individuals

recommended for teacher education receive two years of training, with half of the last year spent in practical experience under a master teacher. A nationally sponsored program that emphasizes citizenship training. The Little Red Soldiers, is part of most children's training by the end of primary school. Each major city has a Children's Palace, which houses after school programs sponsored by The Little Red Soldiers. Children's attitudes and school behavior are briefly discussed. (SB)

ED 135 484 PS 009 120
Honig, Alice S.

The Family Development Research Program: With Emphasis on the Children's Center Curriculum. Syracuse Univ., N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Onondaga County Dept. of Health, Syracuse, N.Y.; State Univ. of New York, Syracuse. Upstate Medical Center.

Pub Date Jun 72

Grant—OCD-CB-100

Note—37p.; Paper presented at the Infant Curriculum Conference, Ohio State University (Columbus, Ohio, June, 1972)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Groups, *Curriculum Planning, *Day Care Programs, *Early Childhood Education, Economically Disadvantaged, Home Visits, Infant Behavior, *Infants, Intervention, Measurement Instruments, Parent Education, Preschool Curriculum, *Program Descriptions, Program Evaluation, *Teaching Techniques, Verbal Learning

This paper describes the Family Development Research Program, a program combining quality infant day care services with a home visitation component. Particular emphasis in this paper is on the day care center curriculum. Primary goals of the program are: (1) the design and maintenance of optimal environments which nourish an infant's development at different stages of growth, and (2) development of techniques for providing infant learning experiences and language lessons within the daily routines of caregiving. Goals of the home visitation component are to maximize family functioning, contribute to parental knowledge of child development, and foster parental involvement in their children's cognitive and psychosocial development. Included in this paper are the program's goals and rationale; criteria used for selecting participating infants; case findings and selection process; day programs for infants 6 to 15 months and 15 to 18 months old; the family style day program (or multi-age differentiated-environment groupings) for children 18 to 36 months old; staff qualifications and training; curriculum planning and activity guidelines; the infant curriculum; curriculum for the family style day program; processes used to generate curriculum activities; relationship of curriculum to child functioning; and measures used to assess family and parental functioning, teacher effectiveness and children's language, cognitive and social-emotional development. (SB)

ED 135 485 PS 009 122
Honig, Alice S. And Others

Effects of Testing Style on Language Scores of Four-Year-Old Low-Income "Control" Children in Intervention Projects.

Pub Date Apr 75

Note—30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Culture Free Tests, Educationally Disadvantaged, Enrichment Programs, *Intelligence Tests, Intervention, Low Income Groups, Preschool Children, *Preschool Education, Research, *Socioeconomic Influences, *Testing Problems, *Test Reliability

Identifiers—Illinois Test of Psycholinguistic Abilities, *Testing Styles

This study tests the hypothesis that optimum testing style will result in more efficient test performance by 4-year-olds, thus diminishing differences between scores of lower class children who have and have not attended enrichment programs. A review of the literature discusses the effects of testing situation variables, language differences, dialects, ethnicity, motivational factors, and manipulation of pretest conditions on the scores of low income children. In the present study, scores on the Illinois Test of Psycholinguistic

Ability (ITPA) were compared, since it was assumed that language scores were particularly likely to reflect the effects of optimum testing style. Data included the ITPA scores of (1) children participating in the Family Development Research Program (FDRP), an enrichment program for infants to school age children from low income families; (2) carefully matched control children who did not participate in the FDRP program but who were tested under FDRP conditions; and (3) children who had served as controls for other enrichment programs, in which testing was not done under FDRP conditions. Children in the FDRP experimental and control groups were not tested until they were at ease in the testing situation, with all attempts made to optimize test conditions. Although FDRP control children scored below children in the FDRP enrichment program, they performed only slightly below national norms on three of the ITPA subtests used in the comparison, and considerably above national norms on the other four subtests. Control children from the other enrichment programs generally performed below national norms on all subtests for which comparable data were available. Results and implications for testing and intervention programs are discussed. (SB)

ED 135 486 PS 009 123
Ackerman, Paul D.

Story Repetition and Early Language Development. Final Report.

Wichita State Univ., Kans.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Jan 76

Grant—OCD-CB-420

Note—19p.; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Intellectual Development, *Interaction Process Analysis, *Language Development, Mothers, Preschool Children, *Preschool Education, Primary Education, Research, *Story Reading, Teachers, *Verbal Communication

Identifiers—*Repetition

This study examined adult-child interaction during story readings, specifically the complexity and richness of extra-script dialogue as a function of how familiar the child and adult reader have become with a particular story through repeated readings. Subjects were approximately 50 children, ages 3 to 6 years. Two-minute segments were selected from each of a series of tape-recorded sessions in which the child's preschool teacher or mother read him/her a story. Segments were transcribed and analyzed clinically and linguistically. Results indicated that: (1) there is a wide range of variation between readers and children while stories are being read; (2) children say more when they are familiar with the story, frequently reciting passages they have memorized and/or emitting more statements or questions; (3) readers emit about the same number of statements and questions whether the story is familiar or unfamiliar; and (4) as stories are repeated there is continuous growth in child-reader interaction, occurring in both concept identification and language skill. This study supports the speculations of other research regarding the importance of repetition in the language learning process. (SB)

ED 135 487 PS 009 124
Pitts, V. Peter, Comp.

Concept Development and the Development of the God Concept in the Child: A Bibliography.

Union Coll., Schenectady, N.Y.

Pub Date 77

Note—67p.; This bibliography was developed with the assistance of the Union College Character Research Project

Available from—Character Research Press, 207 State Street, Schenectady, New York 12305 (\$2.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Aesthetic Education, Beliefs, *Bibliographies, Child Development, *Children, *Concept Formation, Early Childhood Education, Freehand Drawing, Philosophy, Psychology, *Religion, Religious Education, Sociology

Identifiers—*Children's Art, *God Concept

This is a 600-reference bibliography on the development of children's conceptions and artistic representations of God. References are

presented in 12 categories: (1) The God Concept, (2) Concept Development, (3) Child Development and Developmental Child Psychology, (4) Religious Education, (5) Children's Religious Thought and Development, (6) Symbols, Signs and Religious Imagery, (7) Children's Art and Draw-A-Something Tests, (8) Artistic Development and Psychology of Art, (9) Religious Denominations and their Belief Systems, (10) Aesthetics, Art Criticism and Philosophy, (11) Sociology, Psychology and Philosophy of Religion, (12) Miscellaneous. Included is a brief summary of the author's own research on the God concept. (MS)

ED 135 488 PS 009 125

Clifford, Howard

Status of Day Care in Canada 1976: A Review of the Major Findings of the National Day Care Study 1976.

Department of National Health and Welfare, Ottawa (Ontario).

Pub Date 76

Note—25p.; Paper is presented in English and French; This review covers the 1976 major findings of the National Day Care Center of Ottawa, Ontario K1A 1B5

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Groups, Child Care Centers, Cooperatives, *Day Care Programs, *Day Care Services, *Early Childhood Education, Elementary School Students, *Enrollment, Foreign Countries, Infants, *National Surveys, Preschool Children, Questionnaires, *Statistical Data

Identifiers—*Canada

This document presents a general overview of day care services in Canada. This study is part of a continuing process by the National Day Care Information Centre to obtain information concerning day care services and degree of unmet need, and to provide a basis for evaluating the impact of federal policies in the day care field. The National Day Care Information Centre gathered data as of March 31, 1976 regarding the growth experienced in day care centres offering full day care and those offering lunch and after school programs. The number of day care spaces increased from 69,952 in 1975 to 83,520 in 1976—a gain of 19.40%. This is substantially lower than the rate of increase in 1974 and somewhat lower than the rate of increase in 1975. These percentages remained relatively unchanged from 1975: 18.38% of children aged 3-5, 4.30% of children under age 3, and 4% of children aged 6 to 15, all of working mothers, are enrolled in day care. The number of day care spaces under the auspices of parent cooperatives experienced a further decrease: from 1974 to 1975 by 12.78% and in 1976 by 41.99%. Centres under public, community, and commercial auspices experienced a modest increase. Observations suggest that the rate of growth in day care in 1977 will be significantly lower than in 1976. (Author/MS)

ED 135 489 PS 009 126
Fairbanks, Dwight W.

Child Development Specialist Program: An Adopter's Guide, 1976.

Oregon State Dept. of Education, Salem.

Pub Date 76

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Child Development, *Child Development Specialists, Childhood Needs, Community Role, *Consultation Programs, *Guides, Individual Needs, Needs Assessment, Parent Participation, *Pilot Projects, *Primary Education, Program Descriptions, Program Evaluation, Public School Systems, Staff Orientation, State Legislation, *State Programs

Identifiers—*Oregon

This guide to the Child Development Specialist (CDS) Program of the Oregon public schools is intended for districts considering the establishment of CDS programs of their own. Suggestions for establishing a program are drawn from experiences of primary-grade pilot projects in six Oregon school districts. The essence of the CDS Program is prevention, to identify and meet early developmental needs before the child is burdened by problems. The key to the program is the child development specialist who works as a member of the school district staff. The guide consists of two sections: planning the CDS program, and implementing it. The planning section considers

basic issues: identifying the population to be served, developing statements of philosophy and objectives, staffing the program, involving other agencies and organizations, and establishing a budget. The implementing section discusses staff orientation and training, assessment of student strengths and needs, selection and implementation of classroom activities, and involvement of parents and community. Each topic is illustrated by experiences of the pilot projects, details of which are summarized in appended tables. (Author/BF)

ED 135 490

PS 009 127

Wentink, Els. And Others

The Effect of a Social Perspective-Taking Training on Role-Taking Ability and Social Interaction in Preschool and Elementary School Children.

Pub Date Jul 75

Note—29p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Guildford, Great Britain, July 13-17, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, *Altruism, *Early Childhood Education, Elementary School Students, Empathy, Foreign Countries, *Peer Relationship, Preschool Children, *Prosocial Behavior, Research Methodology, *Role Playing, *Social Relations, Values

Identifiers—*Competition, Netherlands

This study examines the influence of a role-taking training program on role-taking, altruism and competition in children. During a 12-week period (30 minutes a day, four days a week) 96 3- to 9-year-old children were enrolled in a social perspective-taking training program at school. A control group of 96 subjects attended a regular school program. The training consisted of the following aspects: (1) helping children learn to recognize various feelings in themselves and others and to understand and predict what emotions might result from specific classroom events; (2) role-playing, (3) practice in concepts of perspective, (4) practice in play strategy. Before and after the training the subjects were tested individually on nine role-taking tasks. The 4- to 9-year-old children were also tested in controlled situations on altruism and competition. Analysis of covariance with mental age and the pretest role-taking score as covariables revealed that, in comparison with the control group, the 6- and 7-year-old children in the experimental group increased their total role-taking ability significantly. For the 3-, 4-, 5- and 8-year-olds, there were significant differences only on some role-taking subtests. Chi-square tests on the posttest scores for altruism and competition did not reveal any main or interaction effects on both variables. However, there was a trend on the posttest for children in the experimental group to help more than children in the control group. (Author/MS)

ED 135 491

PS 009 128

Best, Deborah L. And Others

Development of Sex-Trait Stereotypes Among Young Children in the United States, England, and Ireland.

Pub Date Mar 77

Note—33p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Age Differences, Check Lists, *Cross Cultural Studies, *Elementary Education, Elementary School Students, Kindergarten Children, *Measurement Instruments, Research Methodology, *Sex Differences, *Sex Stereotypes, Socialization, Student Attitudes

Identifiers—Ireland, United Kingdom

The Sex Stereotype Measure II (SSM II), a 32-item picture-story technique, was developed to assess children's knowledge of conventional, adult-defined, sex-trait stereotypes. The procedure was based on stereotype characteristics identified by college students using the Adjective Check List item pool. A second procedure, the Sex Attitude Measure (SAM), was developed to assess general evaluative bias toward male and female persons. Both procedures were composed of brief stories presented with human figure silhouettes to preschool, third, and sixth grade Euro-American children. Both the male and female stereotypes were found to increase linearly with age, with more male traits than female traits being known to each age level. Item

analyses revealed differences in the age at which children become aware of various stereotype traits, with the learning of some traits still incomplete at age 12. Although there was generally good agreement between boys and girls, there were some apparent sex differences in acquisition of knowledge of certain items. The SAM scores indicated no age-related effects and at all three age levels girls were clearly pro-female and anti-male, while boys were unbiased toward females and only slightly anti-male. No consistent relationship was found between sex-stereotype knowledge and evaluative sex bias. It was concluded that the SSM II was a useful procedure for the study of the existence of sex stereotypes in a variety of populations and for investigations of the determinants of sex-trait stereotype learning. (Author/MS)

ED 135 492

PS 009 129

Toner, Ignatius J. And Others

The Effect of Serving as a Model of Self-Control on Subsequent Resistance to Deviation in Children.

Pub Date Mar 77

Note—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Management, Discipline, Elementary Education, *Elementary School Students, *Males, *Models, *Moral Development, *Peer Relationship, *Self Control

The effect of having a child serve as a rule-following model for other children on the model's own subsequent rule-following was investigated in a resistance to deviation situation. A total of 45 middle-class boys in grades 1 and 2 were randomly assigned to one of three experimental conditions following instruction not to touch a set of attractive but prohibited toys. In the model condition, boys performed as models of resistance to deviation before a TV camera for children at another school. In the no model condition, boys were told they would serve as models for others but, through a mechanical failure, were unable to do so. Control subjects were not told they were to be models. When alone with the prohibited toys, boys in the model condition touched less often and for less time than did boys in the control condition. Boys in the no model condition did not touch significantly less than control subjects. Further, model boys touched less quickly than no model and control subjects. Finally, boys in the model condition spontaneously reproduced the idiosyncratic resistance behaviors they modeled more than boys in the other conditions who also practiced this behavior. Thus, having a child serve as a model of good behavior for other children appears to be an effective disciplinary technique that avoids some of the undesirable side effects associated with punishment, such as increases in the child's aggression, resentment and alienation. (Author/MS)

ED 135 493

PS 009 130

Cohen, Leslie B.

Concept Acquisition in the Human Infant.

Illinois Univ., Urbana. Inst. for Child Behavior and Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 77

Grant—NICHD-HD-03858; NICHD-HD-05951

Note—23p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Differences, *Concept Formation, Early Childhood Education, Eye Fixations, *Infant Behavior, *Infants, *Perceptual Development, *Visual Stimuli

Identifiers—*Habituation

This experiment examined developmental changes in the ability of infants to learn conceptual categories regarding the human face. A total of 108 infants, aged 18, 24, and 30 weeks, were habituated to (1) the same face in the same orientation, (2) the same face in differing orientations, or (3) different faces in different orientations. All subjects were then tested for generalization of habituation with a familiar face in a novel orientation and a novel face in a novel orientation. Results for both fixation times during post-

habituation trials and dishabituation to the test stimuli indicated little conceptual categorization at 18 weeks, possibly the beginnings of such categorization at 24 weeks, and evidence for responding at two different categorical levels (both that of a "specific face regardless of orientation" and "faces in general") at 30 weeks of age. These results suggest that concept acquisition ability may be present at a much younger age than had previously been believed. (Author/MS)

ED 135 494

PS 009 131

Sheingold, Karen Carlson, Patricia

Children's Recognition of Some Dimensions of Pictured Events.

Pub Date Mar 77

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, *Elementary Education, Elementary School Students, Forced Choice Technique, Kindergarten Children, *Memory, *Perception, *Pictorial Stimuli, *Recognition, Research Methodology, *Retention Studies, Role Perception

In a forced-choice recognition task children's memory for some dimensions of pictured events was investigated. Seventy-two children (12 boys and 12 girls each in kindergarten, second, and fourth grades) were shown pictures of simple events. In four response conditions, distractors differed from stimulus pictures in (1) who the participants were, (2) which participants were paired, (3) what type of action was occurring, and (4) each participant's role. There was a highly reliable effect of conditions on recognition accuracy, but no effect of age or interaction of age with condition. All children remembered the participants, role and type of action, in that order. They did not consistently remember which participants had been paired. It was inferred that: (1) children used semantic information to organize these pictured events; (2) they seem to have had available in memory a set of participants, with information about role relation and action of each participant; (3) the ability to use role and action information for picture recognition apparently develops very early. (Author/MS)

ED 135 495

PS 009 136

Tolan, William J. Tomasini, Lisa

Mothers of "Secure" Vs. "Insecure" Babies Differ Themselves Nine Months Later.

Pub Date Mar 77

Note—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, *Attachment Behavior, Behavioral Science Research, Early Childhood Education, Emotional Response, Infant Behavior, *Infants, *Mothers, Observation, Parent Attitudes, *Parent Child Relationship, Parent Influence, Security, Social Development, *Stranger Reactions

Identifiers—Strange Situations

This study was intended to determine whether differences in maternal attitude and behavior relate to differences in infants' Strange Situation security classification. Subjects for the present study were 38 white middle-class mothers and their normal, 1-year-old infants (20 male, 18 female). Infants who were classified as to the quality of their attachment relation to their mothers at 12 months in the Strange Situation were seen nine months later in a free play session with their mothers. Results showed that infants judged more secure at 12 months had mothers who were more sensitive, more accepting, and more expressive of positive affect than insecurely attached infants. Also, mothers of insecurely attached infants showed significantly more anger than mothers of securely attached infants. It was found that differences in infants' apparent security at 12 months can be meaningfully related to differences in mothers' social and affective behavior nine months later. (Author/MS)

ED 135 496

PS 009 137

Stodolsky, Susan Silverman

Correlates of Children's Patterns of Activity in "Garden Variety" Open Classrooms.

Chicago Univ., Ill. Dept. of Education.
Spans Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Grant—NIE-C-74-0030

Note—25p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Environment, Classroom Observation Techniques, Cognitive Style, *Elementary Education, Elementary School Students, Intelligence, Intelligence Tests, *Learning Activities, *Open Education, Rating Scales, *Social Relations, *Student Attitudes, *Student Behavior, Vocabulary

Thirty children, 7.5 to 8.5 years, in two classrooms in a Catholic school trying to implement an informal curriculum were studied. The classrooms were not "exemplary"; The children had lower-middle-class origins. Each child was observed under free-choice conditions for approximately 80-90 minutes over a 3-month period. Two-minute narrative records were collected and later coded with regard to activity categories, social interactions, distractions. A battery of tests including subscales from the WISC, Matching Familiar Figures Test of cognitive style and items from Wallach and Kogan's associational fluency tasks were also given to each child. The various observational and test scores were correlated. WISC Vocabulary scores and MFF scores produced the major significant correlates with activities. For instance, a pattern emerges in which children with higher vocabulary scores and reflective cognitive styles pursue more traditional academic tasks, particularly reading activities and also spend more of their time focused on activities without companions. The pattern of correlations regarding IQ is strikingly similar to that often found in traditional highly structured classrooms. Possible sources of these similarities, including the ecologies of the particular classes studied are explored. (Author/MS)

ED 135 497 PS 009 140
Nutrition Training Guide for Classroom Personnel in Head Start Programs.

Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Pub Date 76

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Child Care, Child Care Workers, Day Care Programs, *Eating Habits, Food, Health Education, *Health Guides, Hygiene, Lunch Programs, Nutrition, *Nutrition Instruction, Parent Participation, *Performance Based Teacher Education, Preschool Children, Preschool Education, *Preschool Programs

Identifiers—*Child Development Associates, *Project Head Start

This nutrition training guide is designed for use with classroom personnel in Head Start or day care training programs, including Child Development Associate programs. The guide identifies nutrition competencies needed by classroom staff, specifically the teacher; competencies required by food service personnel or professional nutritionists are not included. The identified competencies are related to the following areas: general knowledge of nutrient needs and functions; Head Start performance standards for nutrition; identifying needs and planning for them; meeting developmental and socialization needs through mealtime; sanitary practices; establishing sound food habits; and involving parents. Each competency specified is accompanied by lists of activities for trainees, criteria for assessing trainee competence, and resources for trainees or children. Appendices include the Head Start nutrition performance standards and guidelines for implementing them, a sanitation guide for Head Start centers, and a short essay on nutrition services for the handicapped. (Author/BF)

ED 135 498 PS 009 142

Keller, Ann And Others

Dimensions of Self-Concept in Preschool Children.

Pub Date Mar 77

Note—7p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activities, *Body Image, *Early Childhood Education, Interviews, *Preschool Children, Questionnaires, *Self Concept, Self Evaluation

Self-descriptive data from 48 children; 8 male and 8 female 3-, 4-, and 5-year-olds, indicated the salience of activity as a dimension of the preschooler's self-concept. Analysis of responses to the 2 most open-ended measures yielded 9 response categories: actions, relationships, body-image, possessions, personal labels, gender, age, evaluation, and personal characteristics and preferences; but only responses in the action category showed relatively high frequency and stability. All age groups also showed significantly greater preference for action rather than body-referent statements. (Author/MS)

ED 135 499 PS 009 143

Gibson, Eleanor And Others

Perception of Invariance Over Perspective Transformations in Five Month Old Infants.

Pub Date Mar 77

Note—7p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Early Childhood Education, *Infant Behavior, *Infants, *Perception Tests, *Visual Perception

Identifiers—*Habituation

This experiment asked whether infants at 5 months perceived an invariant over four types of rigid motion (perspective transformations), and thereby differentiated rigid motion from deformation. Four perspective transformations of a sponge rubber object (rotation around the vertical axis, rotation around the horizontal axis, rotation in the frontal plane, and looming back and forth) were contrasted with a rubbery "squeezing" motion of the same object. Twenty-four infants were habituated to three of the perspective transformations and tested on a pre- and post-test with a fourth perspective transformation and with the deforming motion. The dependent variable was looking time. Backward habituation curves showed a rise in looking time when the post-test was introduced after habituation, but a greater rise for the deformation than for the rigid transformation. Analysis of variance confirmed that the type of motion (rigid or deforming) was significant in determining degree of habituation. The inference was made that the infants perceived the invariant property of rigidity in all four perspective transformations and thus differentiated them from deformation. (Author/MS)

ED 135 506 PS 009 144

Graziano, William G.

Standards of Fair Play in Same- and Mixed-Age Groups of Children.

Pub Date 20 Mar 77

Note—10p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Differences, Age Groups, Behavioral Science Research, *Behavior Standards, *Elementary School Students, Grade 1, Grade 3, *Moral Development, Peer Relationship, Rewards, *Social Development, *Task Performance

Identifiers—*Fair Play

The present study investigated the hypothesis that children do not use the same standards of fair play in mixed-age situations as in same-age situations. It was further hypothesized that in mixed-age encounters, younger children would use cues associated with older children (i.e., physical size) as a basis for reward deservingness. Older children, however, would base their reward distribution on task performance. Children (48 first graders, 48 third graders) were shown a photo of two other children ("players"), and a photo of two stacks of building blocks each of the players supposedly built in a game. Children were asked to divide 10 prize chips between the two in the photo. Reward distribution was measured in a 2 (grade of child allocator) x 2 (relative size of the player) x 2 (mixed- or same-age group) x 3 (relative task performance) factorial design. Data corroborated the hypotheses. Third graders consistently divided rewards on the basis of task performance, ignoring age and size variables. First graders also allocated rewards on the

basis of task performance, except when a player was both older and larger. Older, larger players received disproportionately larger rewards than did same-age mates who had equivalent levels of task performance. (Author/MS)

ED 135 501 PS 009 146

Stern, Virginia And Others

Cognitive Aspects of Young Children's Symbolic Play. Final Report.

Bank Street Coll. of Education, New York, N.Y. Div. of Research.

Pub Date Sep 76

Note—144p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Attention, Behavior Patterns, Child Language, *Classroom Observation

Techniques, *Cognitive Measurement, *Cognitive Processes, Data Analysis, Literature Reviews, Low Achievement Factors, Lower Class, Middle Class, *Play, *Preschool Children, Preschool Education, Pretend Play, *Research Methodology, Role Playing, Self Expression, Test Bias

Identifiers—*Symbolic Play

The purpose of this study was to develop a method for assessing aspects of the cognitive functioning of young children from their symbolic play. Subjects were 60 children, aged 3 to 5 years, from middle-class and lower-class families. The study was conducted in two phases, with the following objectives: (1) to identify and analyze aspects of cognitive functioning to be studied from classroom observation, and (2) to investigate developmental changes in symbolic play and assess cognitive functioning levels. A secondary aim of the latter phase was to compare the play of middle-class and lower-class children. Data were collected through written observer narratives. In Phase I observers described as many verbal and nonverbal behaviors (including interactions with others) as possible. Analysis of the data resulted in the identification of three aspects of cognitive functioning for classroom observation of symbolic play: symbolic representation, involvement and language. These aspects were studied in Phase II. A guide for recording symbolic play and a manual of procedures for analysis of symbolic play were developed; both are included in the appendices. Investigation of developmental changes in group play found trends in 11 of 30 categories studied, some in each of the three cognitive areas. The symbolic play of middle-class children was found to be similar in quality to that of lower-class children. (Author/BF)

ED 135 502 PS 009 149

Anderson, Barbara J.

A Methodology for Observation of the Childbirth Environment.

Pub Date 4 Sep 76

Note—10p.; Paper presented at the annual meeting of the American Psychological Association (84th, Washington, D. C., September 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Fathers, Hospital Personnel, *Interaction Process Analysis, Interpersonal Relationship, *Measurement Instruments, Medical Treatment, *Mothers, Observation, *Perinatal Influences, *Pregnancy, Social Influences, *Test Construction

Identifiers—*Childbirth

This paper describes the development of an instrument designed to obtain systematic data on the physical state, medical and social interactions of a woman in active labor. Observations were made of primiparous women who were accompanied in the labor room by the father. Women who had received childbirth training and those who had not were included in the study. The final observation system evolved from preliminary observations of 20 labors for which narrative records were written. A system of categories was developed to time-sample for one hour the woman's physical state and all interactions in the labor room involving her. The categories are organized into three areas: (1) the woman's physical state (contractions, breathing, body tension, vocalizations, body movement, body position); (2) the degree and nature proximity to the laboring woman; and (3) the content of conversations involving the woman (those concerned with the physical or emotional well-being of the woman; breathing; baby; the woman's interpersonal relationship with someone present; non-delivery matters; and medically-related topics concerning

labor, pain, medication, and hospital procedures). In addition, the interaction between the woman and the obstetric staff is rated in terms of appropriateness of care to individual needs. (SB)

ED 135 503 PS 009 150

Standley, Kay
Observational Data on the Psychological Experience of Childbirth.

Pub Date 4 Sep 76

Note—11p.; Paper presented at the annual meeting of the American Psychological Association (84th, Washington, D. C., September 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, Emotional Response, *Fathers, *Interaction Process Analysis, *Mothers, *Nurses, Observation, Perinatal Influences, *Pregnancy, Racial Differences, *Rating Scales, Socioeconomic Influences

Identifiers—*Childbirth

This paper explores the effects of the childbirth environment and demographic variables on the laboring woman's expressions of tension and pain. Four observable physical measures were combined into a behavioral index of pain and tension: irregular breathing, tension of the upper extremities (rigid muscle flexion), vocalizations of pain (a cry, scream, or moan), and agitated body movement. A mean pain-tension index was computed for the time units in which each woman had a uterine contraction and for periods of rest between contractions. These measures were correlated with the woman's age, race, childbirth training, and a list of observable labor room events (medical procedures and social interactions). Subjects were recruited upon entering a large hospital to deliver. Thirteen hours of data were collected. Results showed that age is inversely correlated with the pain index, older women expressing less pain than younger women, and white women expressing less pain than black women. Parental education and income levels were related to attitudes, expectations and anxieties of prospective parents during pregnancy. Training for childbirth through preparation classes was not significantly related to observable pain during labor, although it was found that women who were trained rarely showed great pain. Factors which might indicate physical difficulty of labor were considered in relation to the pain-tension index. Labor room events which significantly correlated with the pain-tension index were various verbal and behavioral interactions between father and mother. (SB)

ED 135 504 PS 009 156

McGuire, Iris Turkewitz, Gerald

Age-Related Changes in the Relationship Between Visual Stimulus Intensity and Directional Finger Movements in Infants.

Pub Date Mar 77

Note—12p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Differences, *Infant Behavior, *Infants, Perceptual Development, Research, *Stimulus Behavior, *Visual Stimuli

Identifiers—*Stimulus Intensity

The relationship between visual stimulus intensity and directional finger movements was examined in infants of two age groups (16 infants, 10 to 15 weeks old, and 8 infants, 20 to 25 weeks old). Two hypotheses derived from Schneirla's Approach-Withdrawal Theory were examined: (1) that responses of the younger, but not of the older infants, would be directly related to stimulus intensity, with finger extension (approach) movements elicited by weak stimuli and flexion (withdrawal) movements elicited by more intense stimuli; and (2) that stimulus dimensions such as distance, size and brightness would make additive contributions to stimulus intensity, so that combinations of weak intensity would elicit finger extension and combinations of strong intensity would elicit flexion. Subjects were shown a red cone that varied in size, brightness and distance from the infant. An analysis of variance indicated significant age, intensity and age x intensity effects. As expected, as intensity increased, the younger infants' responses showed a decreasing proportion of extension movements, while older infants' responses indicated no clear relationship between intensity and response direction. The finding that younger infants were responsive to the quantitative rather than the qualitative

aspects of stimulation has important implications for understanding how various stimulus dimensions affect infant responses. (Author/SB)

ED 135 505 PS 009 159

Simeonsson, Rune J. And Others

Conceptions of Illness Causality in Hospitalized Children.

Pub Date [75]

Note—15p.; An earlier version of this paper was presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, *Concept Formation, *Developmental Stages, Elementary Education, *Hospitalized Children, Research

Identifiers—*Causality

The aim of this study was to document the development of illness and health causality concepts in young hospitalized children (ages 4-10 years) whose stage of cognitive development may limit understanding of illness and treatment. It was hypothesized that distinct qualitative levels would characterize children's conceptions of illness and that these qualitative transitions would parallel other indices of cognitive growth such as conservation, decentration and physical causality. A total of 61 hospitalized children in three age groups (5, 7, and 9 years) were administered a number of tasks (designed to assess intellectual functioning, conservation, role taking skills, physical causality, and causality of illness). A significant age progression was observed, with these concepts, involving a shift from global, undifferentiated to increasingly abstract principles. Children's conceptions of illness causality were also significantly related to performance in conservation, role taking and physical causality tasks. The practical significance of this research in the context of the ill and hospitalized child is discussed. (Author/SB)

RC

ED 135 506 95 RC 009 613

Muse, Ivan D.

Preservice Programs for Educational Personnel Going Into Rural Schools.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—400-75-0025

Note—54p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-047, \$4.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Involvement, Elementary Secondary Education, Higher Education, *Inservice Education, Interaction, Interagency Cooperation, Performance Based Teacher Education, *Preservice Education, *Rural Environment, Rural Schools, Rural Youth, Special Education, *Specialization, *State of the Art Reviews, *Teacher Education, Team Administration

Characterized by limited financial resources, course offerings, vocational education programs, faculty, and administrators, rural schools have a student population that is generally poorer, less motivated, more culturally deprived, and more isolated than its urban counterpart. Consequently, the rural school teacher has an especially demanding job, which is considerably more complicated than that of the urban teacher. Results of a nationwide survey indicated that 75.4% of the teachers surveyed felt they were inadequately prepared to teach in rural schools. Some of the newer approaches to teacher training that seem particularly useful are: earlier teacher training experiences; micro-teaching; mediated learning aides; competency based teacher education; and teacher centers. Among 200 teacher training institutions in a nationwide survey, there were only 15 which had any rural education emphasis. However, the National Rural/Regional Education Association supports an active and growing group of university personnel interested in rural education, and there are rural education programs going on in Idaho, Utah, New York, and other

places striving to meet rural needs via preservice and/or inservice course work. Rurally responsive training must encompass: specialized faculty; cooperative relationships among educational agencies; team governance and close interaction between teacher trainers, community, parents, etc.; and preservice and inservice training. (JC)

ED 135 507 RC 009 634

Sher, Jonathan P. Tompkins, Rachel B.

Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Consolidated Schools, Educational Policy, *Educational Research, Intelligence Differences, *Literature Reviews, Performance Criteria, Relevance (Education), *Rural Areas, *Small Schools, Socioeconomic Influences, *Theories, Validity

While the policy of rural school and district consolidation is not totally devoid of worth, its strengths were greatly exaggerated, its weaknesses simply ignored, and its overall merits as a strategy for educational reform grievously oversold. Despite the massive investments made on its behalf, consolidation has not dramatically alleviated the educational problems endemic to rural areas. In Vermont, the nation's most rural state, small high schools seem to be performing as well as their larger counterparts on the one available output measure, percentage of graduates. However, Coleman, Jencks, et al. maintain that consolidation is unlikely to affect either academic achievement or lifetime earnings, that it serves mainly to direct attention away from income redistribution and other improvement efforts. There is not a single study among 14 recent consolidation studies controlling for IQ and socioeconomic effects, which records a consistent, positive correlation between size and achievement. Consolidation opponents have failed to argue diseconomy and have, rather, argued quality of life, etc. in defense of small schools. Asserted over and over again the economy argument was initially believed and then ultimately supported by researchers who were its advocates; since performance outcomes are hard to measure and harder yet to agree upon, the advocates ignored such outcomes as ability to relate well, and focused upon the more measurable outcomes (buildings, equipment, etc.). (JC)

ED 135 508 RC 009 647

McConnell, Beverly

Bilingual Mini-School Tutoring Project. A State of Washington URRI (Urban, Rural, Racial, Disadvantaged) Program. Final Evaluation, 1975-76 Program Year.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 76

Note—33p.; For related documents, see ED 116 872-875, ED 121 497. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Education, Cultural Awareness, *Early Childhood Education, *Interstate Programs, Mexican Americans, *Migrant Education, *Mobile Educational Services, *Parent Participation, Program Evaluation, Reading Achievement, *Tutorial Programs

Identifiers—*Washington

The early education program uses paraprofessional teachers to provide bilingual multicultural education to children of migrant and seasonal farm workers. The program operates on an interstate and interdistrict basis. Interstate migrant children from south Texas are followed from their home base community to northern locations. By working cooperatively with the schools, the mobile project staff which follows the children arranges to work with them on released time from their regular classes, or else after school, providing supplementary education as nearly as possible year-round to a moving population. Parents and community members are active in program management decisions involving or-

ganization matters, review and input into funding proposals, hiring of teaching staff, use of parent funds, and participation in program evaluation. Family members participate in the program through acting as teachers or teaching assistants, assisting with cultural heritage activities, and providing support services. Of the 169 children served during 1975-76, 156 were Mexican Americans. Summarizing the program's progress during 1975-76, this report briefly describes the measurement used and the basis for indicating that the objective was exceeded, met, partially met, or not met. Overall the program has met or exceeded its goals. (NQ)

ED 135 509

RC 009 662

Sewell, John And Others

Education and Migration. A Study of the Migration and Job Expectations of Young People and Their Parents in the Highlands and Islands of Scotland.

Aberdeen Univ. (Scotland).

Spons Agency—Highlands and Islands Development Board, Inverness (Scotland).

Pub Date 76

Note—83p.; Report completed in May 1975, published in 1976

Available from—Highlands and Islands Development Board, Bridge House, 27 Bank Street, Inverness, IV1 1QR, Scotland, U.K. (\$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Aspiration, *Boarding Schools, *Comprehensive Programs, *Demography, *Educational Opportunities, *Employment Opportunities, *Expectation, *Foreign Countries, *Graduate Surveys, *Migration, *Parent Attitudes, *Relocation, *Rural Education, *Secondary Education, *Student Attitudes, *Youth Opportunities

Identifiers—*Scotland

The economic and social effects of centralized education in the rural areas of the Highlands and Islands of Scotland were studied. Five factors (geographical position, population density, occupational structure, economic prosperity, and educational structure) were considered in order to study the migration patterns, and attitudes and aspirations in relation to educational provision and economic opportunities. Three extensive surveys were conducted to examine the attitudes and expectations of parents, of pupils in first and fourth years of secondary school, and of school leavers. In 9 selected locations, representing different patterns of secondary school organizations, 532 parents were interviewed about their expectations of migration, their aspirations for their children, and their satisfaction with the educational provision. Questionnaires were received from 996 pupils in first year and 831 in fourth year. These were compared to 675 questionnaires returned by former pupils who had lived in the area and had left school during session 1971-72. Findings included: the most favourable attitudes to secondary school provision were recorded in areas where there was a local two-year comprehensive school, or where the all-through comprehensive school was located within the West Coast region; between first and fourth years, there was a slight increase in the expectation of migration; and within two years of leaving school, nearly half of the former pupils were no longer wholly resident within their original home districts. (NQ)

ED 135 510

RC 009 665

Turkowski, Jan, Ed. Swengrub, Lili Maria, Ed.
Rural Social Change in Poland.

Polish Academy of Sciences, Warsaw.

Pub Date Aug 76

Note—331p.; Related documents include RC 009 665-669

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Agriculture, *Aspiration, *Economic Development, *Environmental Influences, *Equal Education, *Farm Management, *Females, *Foreign Countries, *Futures (of Society), *Industrialization, *Rural Areas, *Rural Youth, *Social Attitudes, *Social Change, *Social Development, *Social Structure, *Sociology, *Values

Identifiers—*Poland, *Quality of Life, *World Congress of Rural Sociology (4th)

Addressing the question of economic growth, this book focuses on the implications of industry re: Polish social structure, organization of farms, and changes in rural culture and large social groups. Emphasizing way and quality of life, this book includes the following major sections and

article titles: (1) Industrialization and Changes in the Social Structure (Types of Industrialization; Types and Forms of Industrialization and Rural Socioeconomic Development: The Polish Experience; Changes in the Rural Social Structure; Dual Occupation in Polish Agriculture; Social Changes in Suburban Villages; The Impact of Industrialization on the Transformation of the Rural Settlement Structure and the Occupational Structure in Southern Poland; Physiotactic and Environmental Protection); (2) Agriculture and the Farm (Changes in Individual Farming During the 30 Years of the Polish Peoples Republic; Processes of Differentiation of Peasant Farms in Poland; Collective Farming in Poland; Sociological Problems of Polish State Farms); (3) Changes in the Way of Life (Transformation of the Way of Life and Values; Processes of Rationalization of Social Attitudes of Polish Peasants; The Young Rural Generation in the Polish Peoples Republic; The Young Generation's Aspirations and Orientations; Theoretical and Practical Implications of the Different Meanings of Unequal Access to Education; Changes in the Situation of Country Women). (JC)

ED 135 511

RC 009 666

Chalasinski, Jozef

The Young Rural Generation in the Polish People's Republic: Autobiographies, Personalities, Things and Events, Biography and History.

Polish Academy of Sciences, Warsaw.

Pub Date Aug 76

Note—26p.; Related documents include RC 009 665-669

Available from—Not available separately, see RC 009 665

Document Not Available from EDRS.

Descriptors—*Cultural Background, *Diaries, *Educational Opportunities, *Foreign Countries, *History, *Nationalism, *National Norms, *Occupational Mobility, *Political Attitudes, *Revolution, *Romanticism, *Rural Environment, *Rural Population, *Rural Youth, *Social Change, *Sociology

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

Diaries of rural youth writing during the transformation period of the Polish Peoples Republic (1950-1960's) were analyzed in terms of: individual autonomization and historical processes; identification with the Polish Peoples Republic and self-awareness (direct experience and historical awareness); youth and the revolutionary spirit of romanticism; and occupation and ideology. Comparing the autobiographical data (representative samples derived from some 5,500 diaries), the effect of sociocultural development in the Polish Peoples Republic was analyzed. Among the major findings were: the greatest transformations took place among the rural poor where the people had advanced from the lowest of mental positions to a position of intellectual contribution wherein work was more integrated with the needs of the human personality; the events of the past (war and occupation) had been regarded adversely by the youth, accounting for a loss of faith in mankind, impatience re: social change, and preference for moral and romantic orientations; the quest for an ideological superstructure based on occupation was a pronounced feature in the diaries, but educational statistics indicated limitations still imposed upon rural youth in that the quality and range of schools of various types and their locations prevented full rural accessibility to educational and occupational mobility. (JC)

ED 135 512

RC 009 667

Golebiowski, Bronislaw

The Young Generation's Aspirations and Orientations.

Polish Academy of Sciences, Warsaw.

Pub Date Aug 76

Note—12p.; Related documents include RC 009 665-669

Available from—Not available separately, see RC 009 665

Document Not Available from EDRS.

Descriptors—*Aspiration, *Comparative Analysis, *Diaries, *Educational Benefits, *Foreign Countries, *Income, *National Norms, *Rural Urban Differences, *Rural Youth, *Self Evaluation, *Skill Development, *Social Change, *Social Values, *Sociocultural Patterns, *Socioeconomic Status, *Surveys, *Values, *Young Adults, *Youth

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

Aspirations and life-orientations of the youngest generation (born 1941-65) living in the Polish Peoples Republic were analyzed in terms of observable evolution within this generation and identifiable characteristics of change. Data were derived from diaries collected in 1966 and a 1971 survey titled, "Young People: Self-Assessment and Life Goals", which included 14 age groups born between 1942 and 1955 and a total response of 1,948. Analysis of young people's aspirations as witnessed in the diaries indicated a quantitative preponderance of aspirations to cultural values (material and vocational values, participation in culture and organized leisure, skills and knowledge, personal development, and acquisition of social status and prestige constituted 41% of the responses) over aspirations to assume social roles. Responses to the 1971 survey corroborated the typology of aspirations found in the diaries in that the dominant aspirations were those concerned with vocational and material values, skill and knowledge development, and personal, informal ties. Both sets of data indicated that the aspirations of rural youth did not differ significantly from those of the Polish youth as a whole, suggesting that Polish youth had developed certain common ideals, a common model of culture, and a common value system. It was concluded that any characterization of rural youth as a distinct group from other peer groups was theoretically unsound. (JC)

ED 135 513

RC 009 668

Kozakiewicz, Mikołaj

Theoretical and Practical Implications of the Different Meanings of Unequal Access to Education.

Polish Academy of Sciences, Warsaw.

Pub Date Aug 76

Note—11p.; Related documents include RC 009 665-669

Available from—Not available separately, see RC 009 665

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Cultural Background, *Equal Education, *Foreign Countries, *Intelligence Differences, *International Studies, *Participation, *Rural Urban Differences, *Social Stratification, *Socioeconomic Status, *Theories

Identifiers—*Poland, *World Congress of Rural Sociology (4th)

Inequality of access to schools of various types can be conceived in at least four different ways: (1) inequality of participation (re: national social composition); (2) inequality of utilization of intellectual potential (re: the ablest from all strata); (3) inequality of chance (re: those who desire an education, regardless of potential); (4) inequality of start (re: socioeconomic and cultural origins). Only the identification of the equality of access to education with equalization of the economic, cultural, and social conditions is free from the risks indicated by former variants of the definition. Observing the practice of the majority of countries, it can be said that the care for percentage indices according to the principle of the proportionality of participation at university-grade schools grows in direct proportion to the growing social disproportions upon which this inequality of participation depends. On the international scale, comparison of data becomes difficult because each country categorizes its schools and social groups differently. It seems reasonable, therefore, to consider a synthetic division based upon a uniform system of factor analysis that is independent of the traditional socio-professional classification (e.g., overprivileged, privileged, and underprivileged groups or groups of facilitated, regular, and impeded possibilities). (JC)

ED 135 514

RC 009 669

Tryfan, Barbara

Changes in the Situation of Country Women in Poland.

Polish Academy of Sciences, Warsaw.

Pub Date Aug 76

Note—18p.; Related documents include RC 009 665-669

Available from—Not available separately, see RC 009 665

Document Not Available from EDRS.

Descriptors—*Agriculture, *Citizen Participation, *Educational Opportunities, *Family (Sociological Unit), *Females, *Foreign Countries, *Industrialization, *Labor Force, *Living Standards, *Males, *Professional Recognition, *Rural Areas, *Sex Differences, *Sex Role, *Social Change, *Social Structure, *Socioeconomic Influences

Identifiers—*Poland, World Congress of Rural Sociology (4th)

In the Polish Peoples Republic, all citizens have become fully equalized in terms of political and social rights, but there are still both external and internal barriers to female emancipation, particularly in the country. While women, in general, find it difficult to juggle their increasing roles, women living in the country have additional burdens. There is currently very little sociological research on country women, but the 1,200 diaries of country women submitted in a 1970 competition constitute a good basis for comparative analysis in terms of the woman's family, professional, and citizen roles. Migration, industrialization, the modernization of agriculture, and increased educational opportunities have all contributed to the phenomenon of "feminization" of manpower on individual farms in Poland where there are currently 65 males to every 100 females working on farms. While the social position of contemporary country women is high, their working and living conditions remain very difficult; they are working longer hours (15-18 hour days) to absorb the work once handled by men and children (the men are working more in industry, and the children are being given more educational and cultural advantages). Urbanization and modernization have increased the material wants of rural people, resulting in a changing social structure wherein the woman also is assuming more political responsibilities and adding another dimension to her many roles. (JC)

ED 135 515 RC 009 671

Mills, William And Others

The Feasibility and Value of Broadband Communications in Rural Areas. A Preliminary Evaluation, April 1976.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Report No—OTA-T-33
Pub Date Apr 76

Note—347p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Business Communication, Cable Television, *Communications, Communication Satellites, Community Services, *Delivery Systems, Distance, *Feasibility Studies, Human Services, Information Services, Law Enforcement, *Media Technology, *Needs Assessment, Public Relations, Rural Areas, *Rural Development, Systems Approach, *Telecommunication
Identifiers—*Broadband Communications

The study was conducted to determine the feasibility and value of using broadband communications (transmission of many television, voice and/or data signals through a single system) to provide public services for rural areas. Applications of broadband communications to rural areas were divided into public services (health, education, law enforcement, and governmental/administrative uses) and commercial uses (security systems, information and data transmission, and pay-TV). Each category was examined in terms of: rural needs; experiments conducted in providing the service; and potential rural uses, including their feasibility and value. In addition, tasks were undertaken to: identify rural needs and make a preliminary evaluation of actual and potential applications of broadband communications to meet those needs; determine the present status of rural growth so that the role broadband communications might play could be defined; and identify constraints to, and an approach for, bringing broadband communications to rural areas. Three policy alternatives were identified, briefly considering pros and cons of each. Appendices include: an examination of the health services and needs of rural populations; and a description of the technologies (cable television, translators, telephone, microwave, communications satellite, fiber optics) included in the assessment and the economic factors governing their use. (NQ)

ED 135 516 RC 009 672

Communications in Rural Areas, Office of Planning and Policy, Office of Telecommunications Policy: A Staff Research Paper.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Pub Date Oct 76

Note—16p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communications, *Delivery Systems, Demonstration Projects, Distance, Financial Support, *Government Role, Information Needs, Information Networks, Media Technology, *Needs Assessment, Research, *Rural Development, Systems Approach, *Telecommunication

Identifiers—*Broadband Communications

Government agencies should investigate alternative service delivery systems in rural areas in order to overcome the problems of scope and distance. In examining alternative technologies, questions of feasibility, efficiency and effectiveness should be addressed. Numerous experiments, demonstrations, random innovations, and research studies have explored the match between specific telecommunications technologies and the delivery of specific services. Some have produced information on the effects of using comprehensive telecommunications systems to deliver various services. Others have indicated that certain results cannot be generalized across localities. Implementation of a program to bring broadband communications to unserved and underserved rural areas should begin as soon as possible. However, before deciding whether to begin large scale broadband system demonstrations in rural areas, two research tasks should be completed—the integration and analysis of existing knowledge and the development of a methodology for identifying the communications requirements of localities. The Office of Telecommunications Policy has initiated a two-year program to assess the adequacy of current mechanisms for Federal assistance to rural areas seeking to upgrade their telecommunications, and to develop, if necessary, a more effective and efficient Federal program for providing such assistance. (Author/NQ)

ED 135 517 RC 009 673

Marshall, Ray

Communications and Rural Development.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Pub Date 15 Nov 76

Note—36p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agency Role, *Communications, Delivery Systems, Economic Disadvantage, *Economic Factors, Employment Opportunities, Federal Programs, Government Role, Human Services, Information Systems, Media Technology, *Needs Assessment, *Policy Formation, *Rural Development, Systems Approach, Technical Assistance, *Telecommunication

Identifiers—*Broadband Communications

Communications can play an important role in rural development. Especially promising are programs to reduce the cost of transportation and to extend services to dispersed rural populations, especially education, health, and entertainment services. There is a strong presumptive case that broadband communications can do a great deal to promote rural development. However, to be effective communications systems must be geared to the realities of rural conditions. As in other service areas, the communication systems have strong urban orientations which must be changed if these systems are to be useful for rural people. In addition to the need to gear development programs to the special realities of rural places, a rural development policy must be based on a number of other considerations. Among these is the need for a national balanced growth and full employment strategy and a rural development policy that will moderate inflationary pressures and facilitate the achievement of full employment. This paper aims to establish the basis for a discussion of the usefulness of broadband communications for rural development by discussing some of the main characteristics and trends in rural development and outlining some of the

public and private rural development mechanisms. (Author/NQ)

ED 135 518 RC 009 674

Broadband Communications for Rural Development? Yes -- But We Will Need a Marketing Concept.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Pub Date 15 Nov 76

Note—29p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Role, Cable Television, *Communications, Community Involvement, Cooperatives, Data Collection, *Delivery Systems, Diffusion, Information Dissemination, *Marketing, Media Technology, Program Planning, Research Design, *Rural Development, *Telecommunication

Identifiers—*Broadband Communications

Widespread provision of non-entertainment services by way of telecommunications can have a significant impact on rural growth and public services and on rural-urban migration patterns if the mix of these services and the places where they are to be introduced are chosen within the context of a national rural policy, and if local residents perceive these services as important to their felt needs and as instrumental in the fulfillment of their community goals. Thus, a marketing function of quite special character must be built into the research design. A professional who understands "communications as a management function" needs to be positioned on the project staff. This "marketing director" would be responsible, on site, for: (1) building awareness within the community of the potential in broadband communications technology, presenting the array of potential services in such a way as to facilitate community choices; and (2) relating the plan to install the contemplated broadband communications system to the appropriate elements of a community development plan. The marketing function will be especially helpful in the collection of four kinds of data crucial to the research design: baseline opinion survey, an inventory of existing communications technology, a needs agenda, and the potential subscriber market. An informal report on cooperative ownership of cable systems is appended. (NQ)

ED 135 519 RC 009 675

Newlin, Larry

Intended Role of Communications in Rural Development -- Legislative Analysis.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Pub Date 15 Nov 76

Note—8p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communications, *Federal Legislation, Government Role, Media Technology, *Policy Formation, Research Projects, *Rural Development, *Telecommunication

Identifiers—*Broadband Communications

In enacting legislation that impacts on rural areas or is directly related to telecommunications, Congress has rarely considered the role of communications in rural development. Neither the House nor the Senate Agriculture Committees considered the role of telecommunications in drafting the 1972 Rural Development Act. While no specific provisions for telecommunications were included in the Act, the Farmers Home Administration approved a loan for a broadband communications system under Title I, Section 102 regarding Community Facility Loans. Although the needs addressed in the 1976 Educational Broadcasting Facilities and Telecommunications Act were not specifically rural, experiments in using satellite communications for educational purposes were conducted. The 1975 Regional Development Act provided for demonstration projects in health, nutrition, and vocational and technical education. Yet, there was no explicit intention for telecommunications to be included in these projects. This lack of attention

appears to be a matter of oversight rather than one of deliberate exclusion. While there have been numerous broadband communications experimental projects involving different rural areas, most have started with technology rather than program. Without a clear Congressional mandate, it is highly unlikely that a coordinated systematic approach will evolve using broadband communications technology to serve rural people. (Author/NQ)

ED 135 520 RC 009 676

Beale, Calvin L.

A Further Look at Nonmetropolitan Population Growth Since 1970.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date Aug 76

Note—21p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Demography, Metropolitan Areas, *Migration Patterns, *Population Growth, *Population Trends, Residential Patterns, *Rural Population, *Urban to Rural Migration

Late in 1973 it became evident that the trend of population growth in the U.S. had turned toward rural and small town areas. Growth and migration rates for metropolitan and non-metropolitan areas were compared. Counties were classified by certain basic functional characteristics, and the trend was examined in those that were dominated by some feature or function. Principal source of current population data was the annual series of estimates for all counties conducted by the Census Bureau in cooperation with State agencies. Causal data such as the Social Security Administration's statistics on covered employment and on location of retired worker beneficiaries were also used. Findings included: from April 1970 to July 1974, the non-metropolitan counties increased in population by 5.6%, while metropolitan counties grew by 3.4%; as measured by the rate of net migration, all but two States showed increased net retention or greater acquisition of population in their non-metro areas in the 1970's as compared with the 1960's; the nonmetro counties that showed the most rapid growth were those that were termed retirement counties; the second most rapidly growing class of nonmetro counties was those where a senior State college was located; and counties with high dependence on farming were still having net outmigration though on a far lower pace of outmovement than in the 1960's. (NQ)

ED 135 521 RC 009 677

Rainey, Kenneth D.

Forces Influencing Rural Community Growth.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date Aug 76

Note—15p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age, Agricultural Trends, Birth Rate, Demography, Economic Factors, *Futures (of Society), Population Distribution, Population Growth, *Population Trends, Residential Patterns, *Rural Population, *Socioeconomic Influences, *Urban to Rural Migration

The paper briefly focuses on two questions: Can the recent growth trend be expected to continue into the future? and What does this imply as far as public policy and programs are concerned? Statistics on growth in the seventies suggest three possibilities: a change in the functions of metropolitan and nonmetropolitan areas; the decline of the city as the major cultural and economic focus; and the decline in the utility of the present statistical definitions and the continuing homogenization of America. What is probably happening is a mixture of all three possibilities. However, some of the major forces that will influence the American economy and demography for the next few decades need to be examined,

since it is these that will shape not only how many people will live in the rural areas, but also their relative well-being. These major forces include: the aging of the baby boom; continued decline in the birth rate and aging of the population; lower rates of job formation and economic growth; energy supply and cost; and the role of American agriculture in world food supply. Three inequalities can result: agriculture will not equal rural America; industrial development will not equal increased community well-being; or growth or increased well-being for rural America will not equal growth or increased well-being for the rural community. (NQ)

ED 135 522 RC 009 678

Cirillo, Marie

Rural Development: Possibilities for Those Areas of Our Country That Are Chronically Poor.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date 15 Nov 76

Note—17p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communications, Community Development, Community Information Services, Community Involvement, *Cultural Environment, *Depressed Areas (Geographic), *Economically Disadvantaged, Government Role, Media Technology, *Needs Assessment, Rural Development, Rural Population, Telecommunication

Communications is critical to community development, especially rural communities that are poor, immobile and at a distance from a major metropolitan area. The isolation of these communities comes out of a need for cohesiveness within a system that functions for them. There is some mutual support between their economic, political, and social system. The government needs to make exceptions, to give special considerations, to do for the poor in a way that fits their survival system. Therefore, a proper diagnosis of community is essential to proper formulation of policies and appropriation and further development of technology and content. Because communications is such a fundamental approach to human and societal growth, it is critical that citizens of a given area have access to new technology and exert influence over the content and style projected through the medium. Innovative educational programs could develop out of rural communities with access to communication facilitating devices if cultural realities were used to influence form and content. Hence in the development of communications technology it is important to have the technical and financial competency to deliver the good to such communities so that they might use communications as the prime mover toward fulfilling their definition of development. (NQ)

ED 135 523 RC 009 679

Kay, Peg And Others

Review of Representative Public Service Experiments as They Apply to Rural Telecommunications. Office of Planning and Policy, Office of Telecommunications Policy: A Staff Research Paper, October 1976.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date Oct 76

Note—39p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cable Television, Communications, Community Development, Delivery Systems, *Demonstration Projects, Education, Health Services, *Human Services, *Media Technology, Population Trends, Recreation, *Rural Areas, Special Services, *Telecommunication, Telephone Communication Systems, Urban to Rural Migration, Welfare

For several years, the Office of Telecommunications Policy has initiated projects investigating the potential of telecommunications as a method for alleviating some of the problems of rural America. In the course of these investigations, a

number of insights have been gained relating both to the match between rural problems and telecommunications solutions and to some of the issues involved in service delivery via telecommunications wherever the delivery takes place. Covering some of the issues raised during these investigations, this paper discusses: (1) the rural setting, trends, background, and traditional public services (education, health, public works, public safety, and recreation); (2) some of the alternative technologies (telephone, coaxial cable, radio, video broadcasting, microwave, and satellites); (3) significant characteristics and comparative advantages of cable and local telephone systems; (4) some aspects of the "software problem"; (5) the development of methodology for identifying the communications requirements of localities; and (6) the compilation, codification and analysis of information already available. Several representative studies and demonstrations pertaining to health services, services to the elderly, educational services, public safety, and administrative services are outlined. (NQ)

ED 135 524 RC 009 680

Hull, Joseph A.

Fiber Optic Communications Technology: A Status Report.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date 15 Nov 76

Note—19p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cable Television, Communications, *Delivery Systems, *Futures (of Society), Light, *Media Technology, *Optics, *Rural Areas, Technological Advancement, *Telecommunication

Identifiers—Broadband Communications, *Fiber Optic Communications

Fiber optic communications (communications over very pure glass transmission channels of diameter comparable to a human hair) is an emerging technology which promises most improvements in communications capacity at reasonable cost. The fiber transmission system offers many desirable characteristics representing improvements over conventional coaxial cable used in the transmission of television (video) signals, namely: superior bandwidth, immunity from electromagnetic interference, electrical isolation, small size, light weight, high strength, bendable, corrosion resistant, negligible cross-talk, privacy, transmission properties nearly independent of temperature, humidity, vibration, and potentially lower cost with adequate supply of raw materials. Fiber cables can be readily installed in ducts and conduits with significant savings in space. Intended as a resource statement of technology readiness and potential future implications of fiber optics, this paper briefly describes fiber optic communications by its characteristic major components; mentions some future developments which may have significant impact on broadband communication services; describes some coming trends in communications which may make fiber optic communications very desirable; and discusses and compares some fiber optic communications with existing technology for applications in rural broadband communication systems. (Author/NQ)

ED 135 525 RC 009 681

Design and Evaluation of a Demonstration Rural Telecommunications System for Poinsett County, Arkansas.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date 30 Sep 76

Note—102p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Budgeting, Cable Television, Capital, Delivery Systems, *Demonstration Projects, Education, *Estimated Costs, Feasibility Studies, Health Services, *Media Technology, *Operating Expenses, *Rural Areas, Social Services, *Telecommunication

Identifiers—*Arkansas (Poinsett County), Broadband Communications

To explore the economic feasibility of a rural broadband telecommunications system supported by revenues from subscriber, commercial and public service users, a potential demonstration cable system was designed and evaluated for Poinsett County, Arkansas. Analyses of projected capital and operating costs, anticipated revenues, prospective public service applications, required non-entertainment contributions, and break-even fees and penetration rates were made using the Hopkins Cable Model modified to reflect some specific features of rural systems. The system was designed on the basis of the County's existing utility distribution system. The analytical approach was to: estimate, on the basis of model calculations, the total capital and operating costs of the system over a 10-year period; determine the amount of these costs that can be expected to be covered by subscriber revenues for entertainment uses over the period; and indicate the remaining average annual revenues that would be required to be covered from public service uses, grants, and other sources of non-entertainment revenue for the system to break even. Findings included: a demonstration system in the County would cost around \$3,880,000; subscriber fees for entertainment uses were anticipated to yield \$1,903,000 in total revenues over the period; and at a \$6/month basic subscriber fee, a penetration rate of 74.5% would be necessary to finance the system entirely from entertainment uses. (NQ)

ED 135 526

RC 009 682

Geller, Henry

Federal Regulatory Policies, Their Implications and Effects on Rural Communications.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date Nov 76

Note—40p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Principles, Broadcast Industry, Cable Television, Communication Satellites, *Delivery Systems, *Federal Government, Policy, Radio, *Rural Development, *Standards, *Telecommunication, Telephone Communications Industry, Television

While state and local regulation is important to the development of communications, particularly broadband, Federal policies have been and will continue to be the dominant force in shaping the regulatory environment for communications. This paper identifies the Federal regulatory policies that have been most important to rural communications, and assesses broadly how well they have served to promote balanced national growth and development. In addition, areas where policy is and is not sufficiently flexible to meet distinctive rural needs are identified. Federal regulatory policies are organized within broad categories: (1) broadcasting (radio and television), (2) cable (general policies), (3) cable and broadcast translators, (4) telephone-telegraph services, and (5) domestic satellites. (NQ)

ED 135 527

RC 009 683

Chisman, Forrest

Options for Federal Role with Regard to Advanced Telecommunications Systems and Services.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date Nov 76

Note—53p.; Paper presented at the U.S. Congress Office of Technology Assessment Conference on Communications and Rural America (Washington, D.C., November 15-17, 1976). Related documents include RC 009 671-683

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Responsibility, *Agency Role, Attitudes, Communications, *Federal Government, Futures (of Society), Government (Administrative Body), *Media Technology, Policy Formation, *Rural Areas, Technological Advancement, *Telecommunication

In the history of Federal involvement in rural areas, communications has played a significant

role. However, at the moment, the future of rural telecommunications looks bleak. Although the extent of interest within the Federal government is wide, the intensity of interest is low, particularly at the highest levels. This paper provides: (1) a review of the specific interests and capacities of the various Federal agencies actually or potentially concerned with rural telecommunications; (2) an assessment of the specific roles that various Federal agencies and other interested parties might play in rural telecommunications; and (3) a description and appraisal of the merits of various scenarios by which different plays might be combined into a broad effort. Information is from several interviews with Federal government officials and other interested individuals, along with a review of recent legislative initiatives. Among the Federal agencies discussed are the: Department of Agriculture; Appalachian Regional Commission; Office of Telecommunications Policy; Department of Commerce; and Health, Education, and Welfare. (NQ)

ED 135 528

RC 009 684

Kroupa, Eugene A. Walker, Douglas K.

Wisconsin Radio and Television Agricultural Market News Programming. Wisconsin Agricultural Extension Service Research Report No. R2615, April 1974.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—WUEX-R2615

Pub Date Apr 74

Note—11p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agribusiness, Agricultural Production, *Information Dissemination, Information Sources, News Media, *News Reporting, Personnel, *Programming (Broadcast), Program Length, *Radio, Rural Areas, *Television, Viewing Time

Identifiers—*Wisconsin

The study determined what Wisconsin's 102 AM, 107 FM, and 21 television stations were providing as agricultural market information programming and documented the amount, timing, frequency, and completeness of broadcast agricultural market news reports. Data were collected on the sources of market price information, types of commodity and price information broadcast, advertising income, sponsorship of market news reports, and staff assigned to agricultural news programming. Three mailings of questionnaires during February and March 1973 and telephone contacts resulted in a 100% accounting of all stations. The station representative completing the questionnaire was the program director station manager, farm director, or the news director. Findings included: agricultural market news were broadcast by 77% of the AM, 57% of the FM, and 38% of the TV stations; most stations devoted less than 17 minutes daily to the market reports, which were usually broadcast twice daily, 5 times weekly; the noon hour was the most popular time for all broadcast media; complete cash price reports were given for most classes of livestock, but many stations did not report cash grain and future market prices for all commodities; 68% of the AM, 72% of the FM, and 45% of the TV stations obtained price information from local markets; and only 5 AM, 2 FM, and 3 TV stations had a full-time agricultural broadcaster on their staff. (NQ)

ED 135 529

RC 009 685

Medlin, W. K.

Problems in Planning Rural Education for Agricultural and Nutrition Development: A Review of Relevant Findings from Communications Research. IIEP Seminar Paper: 16.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-SP-16

Pub Date 75

Note—56p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Behavior Change, *Change Strategies, *Communications, Community Change, Community Involvement, Curriculum Development, Decision Making, Delivery Systems, *Developing Nations, *Educational Development, Geographic Location, Interdisciplinary Approach, *Literature Reviews, Nonformal Education, Planning, Policy Formation, Problem Solving, *Rural Areas, Social Relations, Social Structure, Structural Analysis, Training

Exploring a significant segment of rural education research and field experience in the developing nations, the communication of relevant knowledge to disadvantaged rural populations was examined in terms of: situational-structural variables (factors of physical location, environmental or ecosystem relationships, and community structures); client systems and behavioral change; and organization of curriculum and instruction. Findings indicated that: educational/training activities developed closely in relation to and interacted with a community's ecological and social-structural environments; decisions on knowledge dissemination were usually strongly influenced by groups which carried social and/or political weight, though clients were also influenced by their immediate social environments and preferences; clients tended to learn most effectively when they were in a position to engage in some decision-situation activity related to their sociocultural needs and/or to develop problem solving behaviors; curricular and instructional development was most successful when it included methods for collecting data on clients' actual and potential utilization of knowledge, their social-psychology, and the instructional theories appropriate to a given rural setting; integrated educational development was not feasible in most countries where the urgent needs for agricultural productivity were paramount, though integration as a natural by-product was sometimes operative. (JC)

ED 135 530

RC 009 686

Lyons, Raymond F.

Administrative and Organisational Problems in Rural Education, with Special Attention to the Modalities of Community Participation in Decision-Making. IIEP Seminar Paper: 17.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-SP-17

Pub Date 75

Note—25p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies, *Community Education, *Community Involvement, Educational Objectives, *Educational Planning, Elementary Secondary Education, Extension Education, Foreign Countries, Nonformal Education, *Organization, Regional Planning, *Rural Areas, School District Autonomy, Specialists, Student Welfare

Identifiers—*Peru

The following problems in the field of educational organization are examined in terms of a Peruvian case study: prerequisites for community participation in national planning; national planning which starts at the local level; integration of formal and nonformal education programs at the local level to meet the needs of the total local population; integration of educational programs with other social development and production programs; and the extent to which local and regional authorities can act on their own in the face of barriers at the central level. Illustrating the manner in which these problems might be addressed, Peru's educational plan is described as one based upon the Community Education Nucleus (CEN) concept. CEN is described as involving many educational nuclei, each of which serves elementary and secondary education institutions within a prescribed area of control and includes the following hierarchical structure; a zonal chief; a sub-zonal coordinator; a CEN director supported by an administrative support unit, a community education council (parent, community, and teaching interests), and the edu-

national development team (four specialists in kindergarten and basic regular education, extension education, basic labor education, and student orientation and welfare). The aggregate of nuclei needs and plans is identified as constituting the zonal, regional, and national educational objectives. (JC)

ED 135 531 RC 009 687

Postlethwaite, T. N. King, K.

Curriculum Development for Basic Education in Rural Areas. IIEP Seminar Paper: 18.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-SP-18

Pub Date 75

Note—37p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Involvement, *Curriculum Development, *Developing Nations, Educational Objectives, Foreign Countries, Generalization, National Norms, *Primary Education, *Program Descriptions, *Rural Areas, *Rural Development, Skill Development, Specialization, Theories

Section I of this paper discusses assumptions about ruralization of the educational curriculum in developing nations (both problematic and exemplary); Section II reviews the achievements of selected African countries in the school, community, and the student's post-primary work life and presents relative implications for curriculum reform. Major conclusions presented in Section I are: general curricular objectives must be the same for all children in most developing nations because curriculum is used to achieve national unity; there is a rural-urban continuum, rather than a dichotomy; current trends are to adapt the curriculum to a specific area and to create a series of parallel forms of the curriculum with the same general objectives; general skills should be taught because rapid change outdates specific skills; the concept of integrated rural development seems more viable than that of ruralizing the curriculum. Among the implications for curriculum reform cited in Section II are: preliminary research on children's work experience and community resource needs should be prerequisite to any curriculum development; the most complex reform task is to account for village contributions to skill formation and village perceptions re: investment in primary schools and then to examine, from a national perspective, whether the essential disciplines taught in any primary school should be more localized and made to interact more with the community infrastructure. (JC)

ED 135 532 RC 009 688

Coombs, P. H.

Education for Rural Development: Some Implications for Planning. IIEP Seminar Paper: 20.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-SP-20

Pub Date 75

Note—30p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Change Strategies, Community Education, *Continuous Learning, Decentralization, *Educational Alternatives, *Educational Development, Educational Resources, *Interagency Coordination, Interagency Planning, Nonformal Education, *Planning, Political Influences, *Rural Development, Socioeconomic Influences, Voluntary Agencies Rural development is a far more complex, long term proposition than has been generally admitted, for it involves a fundamental transformation across social, political, and economic lines. While the learning needs of rural populations vary considerably, educational planning for all rural areas should incorporate the concept of

learning as a lifelong process, and the collective potential of existing formal, informal, and nonformal educational modes should be thoroughly explored. Possible means of affecting change via careful educational planning might include: (1) reorientation and transformation of the schools (area specific objectives to accommodate the majority, rather than the minority; flexible time schedules that do not tie age to grade; and concentration on a generalized curriculum); (2) building educational components into local development projects; (3) strengthening indigenous learning systems to do a broader and better job; (4) tying related educational programs together; and (5) tapping unused resources (e.g., broadcasting systems, underutilized school facilities and teachers, etc.). These suggestions imply that educational planning must: involve all voluntary and official organizations; become more and more decentralized; be melded with development planning; pay much closer attention to the sociological, cultural, political, and organizational aspects of education; include training for non-professional planners. (JC)

ED 135 533 RC 009 689

Bowman, M. J.

Rural People and Rural Economic Development. IIEP Seminar Paper: 21.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-SP-21

Pub Date 75

Note—120p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Change Strategies, Communication (Thought Transfer), *Developing Nations, *Economic Development, *Educational Development, Employment Opportunities, Extension Education, Information Dissemination, Innovation, Interagency Coordination, *Interdisciplinary Approach, *Occupational Mobility, *Rural Development, Rural Population, Rural to Urban Migration, Skill Development

Identifiers—*Rural Nonfarm Residents

Assuming development is a process that involves the generation, diffusion, and realization of new opportunities, this paper discusses the following: (1) The Development Process: Facts and Issues (re: visible unemployment; rural to urban migration; the dualism of labor markets in the less developed countries; population growth; and the disequilibrium of economic life in the development stage); (2) The Attributes of Development Man (adaptive and innovative); (3) The Formation of Competencies and the Transmission of Information (an economic analysis of people-changing processes; skill mobility and the markets for "jobs" and "work"; how different types of competencies are acquired; information "fields" and "resistances" to information); (4) Toward Progressive Agriculture (target groups in education for agriculture; substitution and complementarities among schooling, extension, and research; maximizing the efficiency of information systems); (5) The Rural Nonfarm Economy (symbiotic relationships in the developing rural nonfarm economy; dualisms and continua in skills and in scale; education, communication, and innovation in the nonfarm enterprise); (6) Strategies for the Enlargement of Opportunities and Their Realization (the elusive meanings of integrated development; the interdependencies of education and development; economic incentives and agricultural progress; unleashing the energies and ingenuities of ordinary man). (JC)

ED 135 534 RC 009 690

Rural Education: A Select Bibliography. IIEP Seminar Paper: 22.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—12p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Bibliographies, Continuous Learning, *Developing Nations, *Educational Development, *Educational Resources, Employment, Evaluation, Females, Interdisciplinary Approach, Mass Media, Nonformal Education, Planning, *Rural Areas, Rural Youth

Including 120 citations, this selected bibliography on rural education covers the period between 1967 and 1975 and presents entries representative of the developing nations. Major subject areas are: women, rural youth, integrated rural development, adult education, nonformal education, employment, educational planning and development, mass communications, evaluation, and lifelong education. Some of the titles are in a foreign language (e.g., French or Spanish). (JC)

ED 135 535 RC 009 691

Haque, M.

Rural Education in Bangladesh - Problems and Prospects. IIEP Seminar Paper: 23.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—31p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Involvement, *Developing Nations, *Educational Development, Foreign Countries, Futures (of Society), *Institutional Role, Local Government, National Programs, *Nonformal Education, Organizations (Groups), Planning, Primary Education, Problems, Rural Areas, *Rural Development, Secondary Education, Vocational Education

Identifiers—*Bangladesh

As a land of extreme rural poverty and illiteracy, Bangladesh needs to consciously promote, develop, and support local institutions and participatory leadership, involving local people in the planning, development, and implementation of developmental policies. Begun in 1959, the Comilla experiment constitutes the rationale for institutional planning, emphasizing local planning participation via local organizations, governments, and co-operatives working with governmental agencies that supply training and materials. Depending heavily upon systematized nonformal training programs, the Comilla experiment identified, trained, and educated natural rural leaders to act as change agents. Bangladesh's formal education system has traditionally emphasized the humanities, producing "gentlemen" contemptuous of labor and virtually unskilled. As the biggest institutional framework in Bangladesh, the formal school system has a great potential for providing basic education at the primary level and for "vocalizing" secondary education. However, the immediate needs of literacy and production suggest that Bangladesh focus upon a strategy for nonformal education that includes: multisectoral community action programs; decentralized planning and implementation; a national policy to coordinate activities; integrated development; self-reliant financing; maximum use of existing institutions and resources; research and evaluation; and target specific priorities. (JC)

ED 135 536 RC 009 692

Colclough, C. Hallak, J.

Some Issues in Rural Education: Equity, Efficiency and Employment. IIEP Seminar Paper: 24.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—31p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Basic Skills, *Developing Nations, *Educational Alternatives, Equal Education, *Nonformal Education, Primary Education,

*Rural Areas, *Socioeconomic Influences, Theories
Identifiers—*Basic Education

Recommendations for a new emphasis in rural education have arisen out of what is seen as a crisis in education itself and an awareness of the intractabilities of the unemployment problem for youth, urban, and educated populations. Basic education (defined as programs designed to teach primarily rural children and youth the basic knowledge considered relevant to everyday life, encompassing literacy, numeracy, and the knowledge required to run a household and bring up a family) is increasingly being considered as an effective alternative to traditional primary education both on grounds of equity and its potential socioeconomic benefits. In general, there is a wide diversity of nonformal education programs which have been implemented throughout the developing world over many decades. Examination of exemplary nonformal education programs in various developing nations (the dual primary-basic education in the Upper Volta is a case in point) reveals that, in general, nonformal education programs can provide a means of reducing inequalities inherent in earlier patterns of educational investment and that they can play important political, social, and economic roles in affecting the pattern of peoples' lives. Examples also make it clear that the establishment of dual systems can serve to institutionalize present inequalities. Hence, the design of alternative programs must coordinate the aims and objectives of the planners with those of the recipients. (JC)

ED 135 537

RC 009 695

Wheelock, Gerald C.

Forecasting Education Needs for Southern Rural Development: State of the Art.

Pub Date Feb 77

Note—17p.; Paper presented at the Southern Association of Agricultural Scientists Annual Meeting (Atlanta, Georgia, February 7, 1977). Not available in hard copy due to small print size of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bond Issues, Community Involvement, Educational Facilities, Educational Finance, *Educational Needs, Educational Research, Elementary Secondary Education, Enrollment Projections, Equal Education, Expenditures, Needs Assessment, *Prediction, *Rural Development, School Construction, *Southern States, *State Federal Aid, *State of the Art Reviews

Identifiers—*Regional Differences

Reviewing the state of the art of southern rural development education needs, this paper presents tabular and narrative data re: (1) Current Expenditures by Region and Type of School District Per Pupil Enrolled in Public Primary and Secondary Schools; (2) Current Expenditures Per Pupil Enrolled in Public Primary and Secondary Schools by Region and Type of School District; (3) Public School Enrollment: Actual (1970) and Projected (1975 and 1980) Regional Proportions Compared with 1974 Actual Regional Proportions; (4) Public School Current Expenditures: Actual (1970) and Projected (Series E, 1975 and 1980) Regional Proportions Compared with 1974 Actual Regional Proportions; (5) Ratio of Public School Enrollment Regional Proportions to Current Expenditure Regional Proportions: Actual (1967) and Projected (1975 and 1980) Ratios Compared with 1974 Ratios; (6) Estimated and Projected Five Year Plant Replacement Rates by Type of District within Region (percent of capacity); (7) Average Interest Rates, Local Public School Bond Issues, by Region and Type of District; (8) Share of New Public School Construction Financed by Local Bond Issues, by Region; (9) Scalogram of Dissertation Abstract DATRIX II Search by State Name and Two Additional Sets of Descriptors: School(s) and Selected Analytic Terms; (10) Solicitation of Community Involvement in Public Education Needs Projection: A Regional Comparison of Doctoral Dissertation Titles and Abstracts (1965-75). (JC)

ED 135 538

RC 009 697

James, Overton

Twenty-Ninth Annual Report of Indian Education in Eastern Oklahoma.
Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 76

Contract—GOOC14202434

Note—62p.; For related document, see ED 125 832

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administration, *American Indians, *Annual Reports, Budgets, Curriculum Development, Dropout Rate, Educational Needs, *Elementary Secondary Education, *Enrollment Rate, Federal Aid, Parent Education, Program Costs, Resource Allocations, Special Programs, State Programs, *Tables (Data), Teacher Education, Workshops
Identifiers—*Johnson O Malley Act, JOM, *Oklahoma

Comprised mainly of tabular data, this 1975-76 annual report on the American Indian Education Program in Eastern Oklahoma presents statistics, a brief narrative highlighting the year's accomplishments, and an appendix. Specifically, this report includes statistical tables on the: number of schools; enrollment and average daily attendance of all students and of Indian students in Johnson O'Malley (JOM) participating schools; student drop-out rates; expenditures of contract funds for administration and supervision; total financial statement; expenditures of funds to schools; operational budget. Among the more important data reported are: an increase in average daily attendance of Indians in JOM funded schools (89% vs 85% in 1974-75); 481 Indian graduates from JOM high schools and 807 eighth grade graduates; a drop-out rate of 3.3% vs 4.5% in 1972-73; a 1975-76 contract total of \$1,592,008.01 of which 72% went in direct payment to the local schools for implementation of academic enrichment projects for Indians; implementation of comprehensive training programs (including: Teacher Aide Workshop; Parent Committee Institute; Teacher Awareness Institute; Home School Aide Workshop; and Operation Eagle, a program for gifted and talented junior and senior Indian students); and development of a curriculum guide produced in cooperation with the curriculum division of the State Department of Education. (JC)

ED 135 539

RC 009 698

McKinley, Kenneth H. And Others

Creek Nation Census: A Socio-Economic Survey of Selected Household and Individual Characteristics, June 1976.

Creek Nation Tribal Authority, Okmulgee, Okla.
Pub Date Jun 76

Note—256p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Academic Achievement, Age, *American Indians, *Community Surveys, Employment Patterns, *Family (Sociological Unit), Family Income, Heads of Households, Housing Patterns, *Individual Characteristics, Language Usage, Rural Family, Rural Urban Differences, Social Services, *Socioeconomic Background, Statistical Data, Tribes, Voter Registration

Identifiers—*Creek Nation, *Oklahoma

During the summer of 1975, a census survey of the membership of the Creek Nation was conducted to collect data on various selected social, educational, and economic characteristics of the tribal membership. Data were collected and analyzed on the household and individual family members residing in those households at the time. Data were obtained on: the household's geographic location by county, township, range, and section; household income; housing status (financing, renting); house structure (rooms, heating system, bathroom facilities, water source); tribal language usage; voter registration; social services utilized by the household; education; institutional enrollment; tribal affiliation; degree of Indian blood; employment patterns; occupational skills; job stability; job location relative to home residence; and organizations and persons used in emergencies. Using Creek Indian people who were familiar with the Nation, data were collected in eight counties: Creek, Hughes (including Seminole) McIntosh, Muskogee, Okfuskee, Okmulgee, Tulsa, and Wagoner (including Rogers and Mayes). Of the 1,888 households drawn from a master list, 1,225 usable questionnaires were returned for computer analysis. As requested by Creek Nation officials, this report presents only percentages and frequencies by category within each variable. Data for each vari-

able are repeated three times under the following formats: all membership or households combined; urban vs. rural; and county-by-county. (NQ)

ED 135 540

RC 009 699

O'Neill, Mara, Comp. And Others

Poverty-Related Topics Found in Dissertations: A Bibliography.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date 76

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—American Indians, *Annotated Bibliographies, Attitudes, Bilingual Education, Community Involvement, Culturally Disadvantaged, *Doctoral Theses, *Economically Disadvantaged, *Economic Disadvantage, *Economic Research, Government Role, Guaranteed Income, Human Services, Low Income Groups, Manpower Development, Mexican Americans, Negroes, Older Adults, Politics, Poverty Programs, Rural Population, Social Services, *Socioeconomic Influences, Welfare, Working Women
Identifiers—Chicanos

Arranged alphabetically by main topic, this bibliography cites 322 doctoral dissertations, written between 1970 and 1974, pertaining to various aspects of poverty. Where possible, annotations have been written to present the kernel idea of the work. In many instances, additional subject headings which reflect important secondary thrusts are also included. Topics covered include: rural poverty; access and delivery of services (i.e., food, health, medical, social, and family planning services); employment; health care; legal services; public welfare; adoptions, transracial; the aged; anomic; antipoverty programs; attitudes of Blacks, Congressmen, minorities, residents, retailers, and the poor; bilingual-bicultural education; discrimination in employment and housing; social services; social welfare; Blacks, Chicanos, and Puerto Ricans; participation of poor in decision making; poverty in history; education; community participation; culture of poverty; and attitudes toward fertility, social services, welfare, and the poor. Author and subject indices are included to facilitate the location of a work. The dissertations are available at the institutions where the degrees were earned or from University Microfilms. (NQ)

ED 135 541

RC 009 701

Gomez, Darva R.

Bibliography: A Resource on the Education of American Indians. Research and Evaluation Report Series No. 51.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No.—RER-51

Pub Date Oct 76

Note—159p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, Acculturation, Adolescent Literature, *American Indians, *Bibliographies, Books, Childrens Literature, Cultural Factors, Curriculum, *Education, Evaluation, Language Role, Mental Health, *Reference Materials, *Resource Guides, Tests

Intended as a reference for students, teachers, researchers, and others interested in information about American Indians, this bibliography consists of 1,776 entries, divided into 6 sections: Research and Evaluation Report Series, Annotated; Curriculum Bulletins, Annotated; Books - American Indians; American Indian Education; Miscellaneous; and Existing Bibliographies. Section I provides a systematic arrangement of 81 education reports for Bureau of Indian Affairs educators. The curriculum bulletins are a collection of instructional monographs that provide descriptive analysis of curricula material in Indian Education. These cover such areas as social studies, art, ecology, safety, early childhood education, and language arts. Arranged alphabetically by author or subject, the third section lists 131 books for children and 941 for adolescents and adults. Included in the fourth section are 145 entries categorized by subject—academic achievement, culture/acculturation, mental health, language, tests and evaluation, and general Indian education. Listed alphabetically by subject, or author when appropriate, are 420 entries ranging from curriculum development, bilingual/bicultural programs, title reports, to story books and writings on poetry by Indian youth. The last sec-

tion lists 35 existing bibliographies which provide materials on American Indians not included in any of the previous sections. (NQ)

ED 135 542 RC 009 702

Morse, George And Others
Industrial Development: Citizen's Workbook for Assessing Economic and Public Finance Impacts.

South Dakota State Univ., Brookings.
Spous Agency—Rural Development Service (DOA), Washington, D.C.

Report No.—EMC-715

Pub Date Oct 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Development, *Community Study, Economic Change, Economic Factors, *Evaluation Criteria, Fiscal Capacity, *Guides, *Industry, *Information Sources, Local Government, Municipalities, Property Taxes, *Rural Development, School District Spending, Taxes

A do-it-yourself workbook, this guide is designed to help small, rural communities estimate the impact of new industry on the local economy. Included in this workbook are: (1) an introductory section presenting impact analysis rationale, workbook directions, an exemplary analysis, and explanations re: computer analysis; (2) a list of the 45 variables to be examined from the following information sources: Chamber of Commerce; City or County Assessor; City Treasurer; Public Utilities Departments; Superintendent of Schools; Realtors; and Data from Workbook Tables; (3) data input summary sheets; (4) tables for computation of net gains (private sector impacts, municipal government impacts, and school district impacts); (5) impact on individual taxes (change in municipal property tax mill rate, change in school district mill rate, and change in taxes on average properties); (6) estimated economic impacts on new industry (benefits, costs, and net gain to the private sector, the city government, and the school district and impacts on property taxes); (7) appendices (propensity to consume locally: survey form; propensity to consume locally: research results; amortization table; state aid to education; county income multipliers; and population of communities over 1,000). (JC)

ED 135 543 RC 009 704

Maurer, B. B., Ed.
Mountain Heritage, Revised Edition (1975).

Mountain State Art and Craft Fair, Cedar Lakes, Ripley, W. Va.

Pub Date Oct 75

Note—341p.

Available from—Mountain State Art and Craft Fair, Cedar Lakes, Ripley, West Virginia 25271 (\$6.00 plus \$0.80 postage and handling)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Art, Books, *Cultural Awareness, *Cultural Background, Cultural Education, Dance, Family (Sociological Unit), Folk Culture, Handicrafts, Language Usage, Language Variation, Life Style, Literature, Music, Negro Culture, Religion, *Rural Population, *Social History, *Sociocultural Patterns, Values

Identifiers—*West Virginia

Written by West Virginia scholars, this resource book consists of 12 chapters and is designed to: (1) produce understanding and appreciation of West Virginians' cultural heritage, and (2) aid in developing cultural educational programs. Beginning with man's entry into the mountain wilderness, the contents progressively move through his cultural development, arts and crafts, use of language, folklore and literature, folk music, family and home, religion, Black culture, and a cultural overview of the Mountain State on the eve of the Bicentennial. These are followed by sections on folk and religious songs (with guitar chords) and folk and square dances (complete with calls and instructions) of the region. Biographical sketches of the authors are included. (NQ)

ED 135 544 RC 009 705

Huckestein, Joseph J.
Administrative Procedures for Establishing an Effective Outdoor Program for 5th Grade Students of the Houston Independent School District.

Pub Date 3 Aug 76

Note—161p.; Practicum Report for Ed.D. degree, Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Camping, *Changing Attitudes, Curriculum Guides, *Environmental Education, Grade 5, *Outdoor Education, *Program Evaluation, Self Concept, *Student Attitudes
Identifiers—*Houston Independent School District TX

Practicum objectives were to: select 3 outdoor campsites, each with the facilities to accommodate 120 students per week and to provide an environment to implement outdoor education concepts (knowledge and skills for intelligent environmental decision making and positive attitudes toward self, others, and the environment); prepare and disseminate an outdoor education guide for the Houston Independent School District; determine through the use of a pre- and post-instrument the degree of the student's modifications toward environmental awareness. From among 9,000 ethnically stratified (black, Mexican American, and other) fifth grade students participating in a sequence of outdoor camping experiences, 400 students were randomly selected as an experimental group; 100 non-camping students made up the control group. Both groups were given pre and post attitudinal questionnaires, and the experimental group was given the same instrument three months after the camping experience to determine if there were any carryover. Additionally, 35 participating teachers were given an opinionnaire for purposes of program improvement. In general, findings indicated that there were positive attitudinal changes as a result of the program. Among the recommendations made for future programs were: shorter nature walks; an opinionnaire for the parents of participating students; more clearly defined teacher roles; followup on the experimental group; etc. (JC)

ED 135 545 RC 009 706

Changes Needed in Revenue Sharing Act for Indian Tribes and Alaskan Native Villages. Report to the Congress by the Comptroller General of the United States, May 27, 1976.

Comptroller General of the U.S., Washington, D.C.

Report No.—GGD-76-64

Pub Date 27 May 76

Note—40p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Alaska Natives, *American Indians, Capital Outlay (for Fixed Assets), Expenditures, Federal Aid, Federal State Relationship, *Finance Reform, *Government Role, Guidelines, Individual Power, Local Government, *Resource Allocations, *Revenue Sharing, Tax Allocation, Tribes

The Revenue Sharing Act appropriated \$30.2 billion for distribution to State and local governments, including Indian tribes and Alaskan native villages, according to specified formulas for a 5-year period beginning January 1, 1972. Through June 30, 1974, funds were distributed to 230 Indian tribes located in 29 States and to 93 Alaskan native villages. Thirty-five Indian tribes and Alaskan native villages were visited to examine financial and other records and reports, and to discuss revenue sharing activities with local officials to determine how funds were being administered and used. Office of Revenue Sharing and BIA officials were also visited to obtain information on their administration of the program. Although the Act provides that Indian tribes and Alaskan native villages which perform "substantial governmental functions" are eligible to receive revenue sharing, more reasonable and uniform eligibility determinations are required. Funds allocated to tribes and villages at the county level are based on the ratio of tribe or village population to the county area population. Since this method is inequitable, the Congress should change the procedure so that each tribe or village within a State is allocated a portion of revenue sharing funds available for local government allocation on the basis of the ratio of the tribe or village population to the State population. (NQ)

ED 135 546 RC 009 707

Evaluation of Navajo Community College. Final Report -- June 1970.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spous Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 70

Contract—OEO-B99-5003

Note—159p.; For related document, see ED 076 266

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administration, *American Indians, Budgets, *Community Colleges, Cultural Background, Curriculum, Educational Facilities, Faculty Evaluation, Higher Education, *Needs Assessment, *Organization, Program Evaluation, Program Planning, *Reservations (Indian), Standardized Tests, Student Attitudes, *Student Characteristics, Surveys, Teacher Attitudes, Vocational Education

Identifiers—*Navajo Community College

Assessing the first institution of higher learning on an American Indian reservation in the U.S., this evaluation departs from the orthodox in that it addresses "need" areas observed during the Navajo Community College's first 12 months of operation (organization, budget and finance, communication, students and student services, curriculum, special services and planning). Additionally, pertinent information re: the historical-cultural perspective and its impact upon the college are discussed. Development of facilities and staff as funded by the Office of Economic Opportunity (OEO) are discussed in terms of clarification. Since it has become apparent that NCC has serious difficulties attracting and holding students, student characteristics and supporting data (derived from school records, tests, and surveys conducted by the Pacific Training and Technical Assistance Corporation) are presented in both narrative and tabular form (includes results from: American College Test, Farquhar Motivational Scale; Kuder Occupation Interest Survey; and other attitudinal instruments). Data derived from administrative inventories are presented in terms of organization and governance (in general, these data indicate major weaknesses). Evidence regarding the faculty and the curriculum is derived largely from a faculty opinion survey wherein each of the four major programs at NCC (AA degree, Navajo studies, vocational-technical programs, and continuing education) is analyzed in terms of general and individual faculty responses. (JC)

ED 135 547 RC 009 708

Information Profiles of Indian Reservations in Arizona, Nevada, and Utah.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Pub Date 76

Note—210p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Alaska Natives, American Indians, *Community Characteristics, *Demography, Directories, *Economic Factors, Education, Employment, Health, Housing, Income, Industrialization, Labor Force, Maps, *Reservations (Indian), Resources, *Socioeconomic Influences

Identifiers—*Arizona, *Nevada, Utah

Based on information provided by Bureau of Indian Affairs (BIA) Agency Offices and by the Indian Health Service, this publication provides profiles of 46 Indian reservations located in Arizona, Nevada, and Utah. These profiles include data on reservations that are: (1) located partially or totally in the adjoining States of Oregon, California, Idaho, and New Mexico; and (2) under the administrative jurisdiction of the BIA Phoenix and Navajo Area Offices. Primarily based on data collected during 1975, the profiles provide information on: the people and area, employment, housing, industrialization, resources available, resources development, education, income, health, and additional attainments. Each profile includes addresses and phone numbers of BIA and tribal officials and offices as of January 1976. Reservations covered include: Camp Verde, Colorado River, Fort Apache, Fort Mojave, Gila River, Havasupai, Maricopa (Ak-Chin), Gila Bend, Payson Indian Community, Yavapai-Prescott Community, Battle Mountain Colony, Duck Valley, Fallon Colony, Goshute, Pyramid Lake, Las Vegas, Moapa, Skull Valley, and Uintah and Ouray. Tabular data are given on: the service population of Phoenix Area by state, lands under BIA jurisdiction, selected data on the Indian population and labor force, reservation populations and acreage recapitulation, and estimates of resident Indian population and labor force. (NQ)

ED 135 548 RC 009 709

Swift, W. H. And Others
Report of the Northland School Division Study Group.

Alberta Dept. of Education, Edmonton.

Pub Date Jul 75

Note—168p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Academic Achievement, *Administration, *American Indians, Community Involvement, Elementary Secondary Education, Equal Education, Evaluation, *Program Evaluation, Rural Areas, School District Autonomy, *Teacher Qualifications

Identifiers—*Alberta, Canada Natives, Metis, *Northland School Division

Between July 1974 and July 1975, an overall review and appraisal was conducted to evaluate the functions, administration, operation, and services of Canada's Northland School Division Number 61 (a special division created in 1960 under the Northland School Division Act to improve educational services to the outlying, chiefly northern communities in Alberta composed principally of American Indian and Metis peoples). The study design included a three-member team and: visits to all Northland Schools (N#30); meetings with all school staff; public meetings held in each Northland Community; written briefs submitted by people outside the Northland Division; sub-studies (N#4); consultations with representative advisory groups; visits to other northern school jurisdictions; and extensive consultations with the trustees. Major findings were: (1) the academic achievement of students in Northland was considerably below the provincial norm; (2) the transiency and generally poor qualifications of Northland teachers had contributed to poor achievement in the schools; (3) the governing and administrative procedures in Northland needed to be revised to permit a greater degree of local involvement and self-direction. One hundred specific recommendations were made re: governance; curriculum; pupils and services; high school services; teaching staff; supervisory staff; school buildings and grounds; teachers' residences; maintenance; libraries; supplies, and equipment; business and finance; etc. (JC)

ED 135 549

RC 009 710

Andrae, Annika, Ed.

Non-Graded Instruction: Research Organization and Design. Administration and Daily Teaching Experiences in Small Rural Lower Secondary Schools. Experiences from the PANG-Project. Report No. 56.

Göteborg Univ. (Sweden). Inst. of Education.

Pub Date Aug 76

Note—80p.; Paper presented at the INTER-SKOLA Conference (Sveg, Sweden, July 1976). For related document, see ED 072 885

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Curriculum Design, *Decentralized School Design, English Instruction, Foreign Countries, Interagency Cooperation, Non-graded System, Organization, Program Descriptions, Program Design, Research Design, *Rural Schools, School Organization, *Secondary Schools, *Small Schools, *Ungraded Schools

Identifiers—*Sweden

The Process Analysis of Non-Grading (PANG) project began as a project for evaluating experiments with non-graded education in Stolllet in the province of Varmland in western Sweden. Since then the project-work and design has been further developed and now also includes studying the school in its social environment. The project's main objective is to analyze the total situation and development of the pupils in a nongraded school system and in the alternative which would be actual if the small school is closed. This alternative would be a graded system in a school far away from home. In this situation the pupils get even farther daily-travelling than they are used to, or they have to live at a boarding house during the week. Presenting an orientation of the work on different levels of the project, this report discusses: (1) the PANG-project and its place in the Swedish School Research Program; (2) the organization of non-graded education in Stolllet, a small lower secondary school in Varmland; (3) the organization of non-graded education in Halen, a small lower secondary school in Jamtland; (4) non-graded teaching in general subjects in Halen; (5) non-graded teaching in English in Solberg; and (6) non-graded instruction in small rural lower secondary schools. A listing of 56 reports from the PANG-project is also included. (NQ)

ED 135 550

95

RC 009 711

Bibliography on Rural and Community Development.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—400-75-0025

Note—61p.; Prepared for distribution at the Annual Meeting of the Southern Association of Agricultural Scientists (73rd, Mobile, Alabama, February 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Annual Reports, Bibliographies, *Community Development, Developing Nations, *Economic Development, Federal Aid, *Federal Programs, Information Services, *Rural Development, Surveys, Technical Assistance

Divided into four parts, this annotated bibliography on rural and community development includes (1) 39 citations and abstracts which have appeared in Resources in Education (RIE) between January 1973 and December 1975; (2) 7 citations which have appeared in Current Index to Journals in Education (CIJE) between January 1973 and December 1975; (3) a RIE/CIJE subject index; and (4) a directory of Educational Resources Information Center (ERIC) Clearinghouses. Compiled to provide access to some of the latest (1964-1975) resource materials, research findings, and/or developments in rural and community development, this bibliography presents individual RIE resumes which include the following: ERIC accession number; publication date; title; author; descriptors (subject retrieval terms); identifiers (when necessary); price and availability (hard copy or microfiche); a descriptive note when necessary; and the abstract. The CIJE entries include: an ERIC accession number; publication date; title; author; descriptors; identifiers when necessary; the journal citation; and an annotation when necessary. Major subject areas appearing in this bibliography include: economic development; developing nations; annual reports; bibliographies; Federal programs and aid; technical assistance; information services; surveys; and bibliographies. Ordering information is appended. (JC)

ED 135 551

RC 009 712

Rural Development Research at Land-Grant Institutions in the South. SRDC Series Publication No. 2 (Revised), January 1977.

Southern Rural Development Center, State College, Miss.

Pub Date Jan 77

Note—347p.; For related document, see ED 106 019

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Abstracts, Action Research, Classification, Community Services, *Directories, Economic Development, Environmental Criteria, Human Development, *Land Grant Universities, *Research, Researchers, Research Projects, *Rural Development, *Southern States

Based on information derived from research resumes of the Cooperative State Research Service of the U.S. Department of Agriculture (USDA), this revised inventory (current as of January 1977) of rural development research at land grant institutions in the Southern States is part of the Southern Rural Development Center's effort to establish a base of knowledge on rural development and to point to gaps in knowledge where research is needed. Research presented in this inventory is limited to the following major USDA "rural development" classifications: (1) Community Facilities; (2) People Building; (3) Economic Development; and (4) Environmental Improvement. Minor subareas of each major area are identified via a matrix of research areas. This inventory presents over 200 active research projects and 167 terminated projects. Each entry contains the following information: a major and minor area classification; a matrix number; a project title; an abstract; a project number; the researcher's name; the performing organization's name and address; the performance period (dates); and the key words. (JC)

ED 135 552

32

RC 009 713

Salinas, Claudio

An Investigation of the Needs of Children in the Migrant Education Program in the State of Oklahoma. Summary Report.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Dec 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, Comparative Analysis, *Educational Improvement, Educational Interest, Educational Needs, English (Second Language), *Literature Reviews, *Migrant Children, *Migrant Education, *Needs Assessment, Parent Participation, Self Concept, Student Attitudes, Tables (Data), Teacher Attitudes

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Oklahoma

During the spring of 1976, a study was conducted to compare Oklahoma migrant student against a standard which would allow for the determination of areas in which to improve the migrant education programs. The literature concerning migrant students and their education in other states was explored. Findings and characterizations of migrant students in literature were grouped into three broad areas reflecting: the educational status of migrant students; parental participation in the education of their children; and the teaching repertoires of the migrant education program teachers. From that exploration emerged a description of the educational plight of migrant students and auxiliary issues. This was used to provide direction for data collection and a standard against which Oklahoma migrant students were compared. This report consists of: (1) a summary report of the study, and (2) selected tabular information. The summary consists of an overview of the steps taken to conduct the study, the conclusions reached, recommendations made, and suggestions for further study. The tables are excerpts from the original work and serve to illustrate some of the salient findings that may be of interest to migrant program personnel. (NQ)

ED 135 553

RC 009 718

Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1973 Classes.

Kentucky State Dept. of Education, Frankfort. Div. of Educational Research.

Pub Date Mar 74

Note—152p.; Related documents include ED 047 845, RC 009 718-719

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Age, Comparative Analysis, Educational Trends, *Enrollment Trends, *Graduate Surveys, *High Schools, Private Schools, Public Schools, *School Holding Power, Small Schools, Student Enrollment, Tables (Data), Trend Analysis, *Vocational Followup

Identifiers—*Kentucky

In 1973, from the 291 public high schools, there were 40,956 graduates, or 70% of the 58,544 ninth grade enrollment in 1969-70. From the 46 non-public high schools, there were 3,481 graduates, or 71.5% of the 4,870 ninth grade enrollment in 1969-70. This report provides data on the holding power and graduates of Kentucky public and non-public high schools. An overview of the growth from 1961 to 1973 is presented along with a comparison of the 1973 class with the 1961 class. Data were obtained from: the principal's annual report, the superintendent's end-of-year report, and the Bureau of Instruction annual publication "Kentucky High Schools". Tabular data are presented on: the rapid growth of secondary education in the 1960's; the number and size of public and non-public school graduating classes in 1960-61 as compared with the current year, 1972-73 the 10 graduating classes of public, non-public, and combined high schools from 1964 to 1973; the 1961 public high school graduates compared to the 1973 graduates by age, sex, and type of school district; the number and whereabouts of 1973 graduates of all public and non-public high schools, separately and combined; and the total ninth grade enrollment, all public and non-public graduates, and total graduates to college. (NQ)

ED 135 554 RC 009 719
Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1975
Classes.

Kentucky State Dept. of Education, Frankfort.
Div. of Educational Research.
Pub Date Mar 76

Note—112p.; Related documents include RC 009 718-719, ED 047 845

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Age, Comparative Analysis, Educational Trends, *Enrollment Trends, *Graduate Surveys, *High Schools, Private Schools, Public Schools, *School Holding Power, Small Schools, Student Enrollment, Tables (Data), Trend Analysis, *Vocational Followup

Identifiers—*Kentucky

In 1975, from the 321 public high schools, there were 42,975 graduates, or 68.4% of the 62,822 ninth grade enrollment in 1971-72. From the 59 non-public high schools, there were 3,277 graduates, or 83.4% of the 3,930 ninth grade enrollment in 1971-72. This report provides data on the holding power and graduates of Kentucky public and non-public high schools. An overview of the growth from 1963 to 1975 is presented along with a comparison of the 1975 class with the 1963 class. Data were obtained from: the principal's annual report, the superintendent's end-of-year report, and the Bureau of Instruction annual publication "Kentucky High Schools". Tabular data are presented on: the number and size of public and non-public school graduating classes in 1962-63 as compared with the current year, 1974-75; the 10 graduating classes of public, non-public, and combined high schools from 1966 to 1975; the number and whereabouts of 1975 graduates of all public and non-public high schools by region, county, and school district; the total ninth grade enrollment, all public and non-public graduates, and total graduates to college by county and region; the survival rates and whereabouts of public and non-public school graduates for 10 graduating classes, 1966-75 inclusive; and the growth of the total secondary program in Kentucky, all high schools combined. (NQ)

ED 135 555 RC 009 720
Lufkins, John And Others
Annual Report of the Michigan Commission on Indian Affairs, 1975.

Michigan State Commission on Indian Affairs, Lansing.

Pub Date 13 Apr 76

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agency Role, *American Indians, Annual Reports, Education, Financial Support, Housing, Interagency Coordination, Legal Aid Projects, Legislation, Manpower Development, Objectives, *Organizational Effectiveness, Organizations (Groups), *Program Development, Socioeconomic Status, *State Action, *State-wide Planning

Identifiers—*Michigan

During 1975, the Commission continued work on projects begun in 1974 and developed projects in the areas of legal services, housing, education, legislation, manpower, and program procurement. Due to the lack of State funds available, the Commission was unable to accomplish many of the goals it had set in its projects. However, some of its accomplishments which should help the Indian community to deal with problems at the local level were: (1) the development of the Michigan Indian Legal Service Corporation which will provide legal services to Indians in the State; (2) the utilization of Indian groups and organizations in the development of manpower programs; (3) the development of a proposal which was granted \$150,000 to repair Indian homes in the Peshawbestown area; (4) the development of a program which operates 25 Indian community workers in 25 counties throughout the State; and (5) the continuation of developing and expanding Indian units within departments of State governments. Programs and legislation were less than helpful due to the reduced level of expenditures in both Federal and State programs. Appendices include: a directory of Michigan Indian groups and organizations, and a summary of the key findings of a 1971 study of the socioeconomic status of Michigan Indians. (NQ)

ED 135 556 95 RC 009 721
Morrison, William T.

A Statistical Portrait of the American Indian in 1976. A Report for the Intra-Departmental Council on Indian Affairs, DHEW, Concerning Current Directions in Employment, Income, Education, and Health Care for the One Million American Indians in the United States.

Office of Education (DHEW), Washington, D.C.
Office of Indian Education.

Pub Date Sep 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Age, *American Indians, Comparative Analysis, Death, Diseases, Dropouts, Economically Disadvantaged, *Education, *Employment, Employment Opportunities, *Health, *Income, Reservations (Indian), *Statistical Data, Youth Opportunities

Though 1.3 times the U.S. rate, American Indian mortality has decreased 17% since 1955. About 225 fewer Indians died of tuberculosis in 1974 than in 1955. The incidences of cirrhosis of the liver and diabetes mellitus are both far above the U.S. rates. Otitis media may have peaked at 50,000 new cases per year, but Indian health continues 25 years behind the health of most Americans. Since over 50% of all reservation Indians are under age 19, the Indian youth population significantly affects the aggregate income, employment, and health statistics for Indians. One-half of the 500,000 reservation Indians subsist in poverty, and 50% of these are under age 18. Efforts to ameliorate the income and employment disadvantages of Indian youth through vocational training appear to have failed. By itself, education has not furthered the incomes or job opportunities of Indians of all ages relative to the non-Indian. A stagnation or possible decline in reservation Indian education enrollment has apparently occurred. Increases in Indian enrollment are being absorbed by public schools. The dropout rate among Indians enrolled in Federal, public, and mission schools remains disturbingly high at 35%. Moreover, there were significantly fewer (16%) high school seniors graduating from Federal schools in 1975 than in 1969. (JC)

ED 135 557 32 RC 009 722
Carline, Donald A. Hoffman, John R.

Comparison of Language Experience Approach to Reading with a Conventional Reading Approach in Eight Summer Migrant Schools. Educational Reports: Migrant Education Research Report.

Colorado Univ., Boulder. Bureau of Educational Field Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Pub Date 76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Age, Attendance, Bilingual Teachers, *Comparative Analysis, Elementary Education, English, *Language Experience Approach, Mexican Americans, *Migrant Child Education, Minority Group Teachers, Questionnaires, Raw Scores, *Reading Achievement, *Reading Instruction, Reading Tests, Spanish, Standardized Tests, Student Attitudes, Summer Schools, *Teacher Attitudes

Identifiers—Chicanos, *Colorado

Conducted in schools, separated into control and experimental groups by geography, size, and number of bilingual teachers, the study examined whether the: (1) language experience approach yielded higher scores on a reading attitude test, a standardized reading test in English and one translated into Spanish; (2) reading gains and school attendance were related to the teacher or aide's race and language ability; (3) child's age and school attendance were related to his reading scores; and (4) teacher's attitude toward the approach she used or her confidence in teaching reading, as measured by an attitude questionnaire prior to the program's beginning, was related to her post-attitude scores or to the child's gains. The relationship between the English reading ability of the children with their Spanish reading ability was also examined. Complete data were obtained from 111 children and 25 teachers. Half of the Comprehensive Test of Basic Skills' reading sections, a 16-item reading attitude test, and a

5-item teacher questionnaire were used. Some of the findings indicated that: attendance was greater when Chicano teachers and aides were in the classrooms; students whose teachers used the language experience approach more often showed an increase of 2.9 raw score points more on English reading standardized test scores; and younger children gained more than 2.77 raw score points in reading Spanish than did older children (teachers of younger children used the language experience approach "quite often"). (NQ)

ED 135 558 RC 009 723
Londhe, Suresh R. Hurst, Robert L.

Situational Study of Migrant Farmworkers in South Carolina. Research Bulletin No. 3. Clemson Univ., S.C.; South Carolina State Coll., Orangeburg.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Apr 74

Note—43p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Laborers, *Economic Factors, Educational Needs, Employment, Family (Sociological Unit), Family Income, Health Conditions, Housing, *Migrant Workers, Parental Aspiration, Racial Composition, *Social Environment, *Socioeconomic Background, Tables (Data)

Identifiers—*South Carolina

Focusing on the migrant farmworkers in eight South Carolina counties which employed a large number of migrants, the situational study examined some of their socioeconomic characteristics and problems. A questionnaire was administered to obtain data on: the number and location of migrants, racial and family composition, family economy, housing situation, children's education, health situation, and social environment. Of the 366 migrant workers interviewed during the summer of 1971, 294 had families. The study showed that the problem of the children's education was effectively handled through the Summer Migrant Program of the State Department of Education. Free medical assistance was provided for some of the migrants in several county health clinics. The most critical problem for the migrants was their housing conditions. They had no choice except to live in substandard housing. Charleston County provided three county operated camps for migrants; however, these accommodated only a few of the migrants who came into Charleston County. Another major problem faced by the migrants was their low earning power. Most of them had no cash savings accumulated. Social outlets for the migrants and their children were quite limited. Migrants visited the towns only to shop and to visit the health clinics. Otherwise, their social activities were confined to their camps. (Author/NQ)

ED 135 559 RC 009 724
Danforth, Diana M. Voth, Donald E.

Evaluation of an Educational Program's Impact on Attitudes and Knowledge Related to Land Resource Management.

Pub Date 6 Feb 77

Note—17p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (74th, Atlanta, Georgia, February 6-9, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Attitudes, *Community Leaders, Comparative Analysis, *Extension Education, *Knowledge Level, Land Use, Participation, Planning, *Program Effectiveness, *Rural Areas

Identifiers—*Arkansas

Arkansas adult leaders (N#95) were surveyed to test the hypothesis that a cooperative extension service educational program would increase participants' knowledge of land use planning over that of a control group and would also affect attitudinal changes toward land use problems and policies. Nineteen respondents were selected from each of 5 counties in the West Central Arkansas Cooperative Extension Service District; from among the 19 leaders, 10 were chosen to attend a land use planning meeting and to complete a questionnaire at the meeting, and 9 were chosen not to attend the meeting but to complete a mailed questionnaire. The questionnaire included 11 attitudinal questions, 6 factual

questions, and demographic questions. Results indicated: attendance at the meeting did not produce significant increases in the knowledge of participants over that of the control group; meeting participation did have an important effect on answers to three attitudinal items—increased favorability toward land use planning and preservation and regulation of agricultural land. (JC)

ED 135 560

RC 009 725

Mitchell, Glen Hugh
An Exploratory Study of Low Income Spanish-American Families in Dona Ana County, New Mexico: Their Marketing and Credit Practices.
Pub Date 76

Note—37p.

Available from—David Mitchell, 423 Ridgeview Drive, Blacksburg, Virginia 24060 (\$2.50).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Consumer Economics, *Credit (Finance), *Economically Disadvantaged, Economic Status, Family (Sociological Unit), Followup Studies, *Low Income Groups, *Marketing, Purchasing, *Rural Population, *Spanish Americans

Identifiers—*New Mexico (Dona Ana County)

Utilizing a 77-item questionnaire, the marketing and credit practices of the Spanish American poor in New Mexico were examined. Randomly selected from the Community Action Program files, approximately 100 households in Las Cruces, the main urban center, and 60 households in the small rural communities of Dona Ana and La Mesa (30 in each) were interviewed in the fall of 1969 and the winter of 1970. Interviews were conducted either in English or Spanish as the respondents preferred. A follow-up study was done in 1975 by a brief questionnaire mailed out twice to the original 160 respondents. The 71 returned questionnaires were compared to the original 71 questionnaires of 1969-70. The 1969-70 findings included: most stated one should know the firm or an employee "well" before buying any major item (above \$200) at a store; most spent over a month of "search-time" in deciding on what and where to buy; fewer than 12% had checking accounts; fewer than 16% had savings accounts; about 3/10 of the families shopped in Juarez, Mexico for "cheaper" and "different" foods; and the high rate of indebtedness was usually for medical, death, or cars. The 1975 findings included: the average respondent reported being farther in debt, but felt they were better able to handle the indebtedness; over 30% were on the food stamp plan; and the majority of purchases over \$200 were on credit. (NQ)

ED 135 561

RC 009 726

Stinner, William F. And Others
Sex Differentials in Educational and Labor Force Role Distributions in the Philippines.

Pub Date Aug 76

Note—49p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Adults, Age, Census Figures, Cohort Analysis, Comparative Analysis, Employment Level, *Females, Foreign Countries, Industrialization, *Labor Force, Literacy, *Males, Middle Aged, Occupations, Rural Population, *Rural Urban Differences, Sex Differences, Statistical Data, Urban Population, Working Women, Young Adults

Identifiers—*Philippines, World Congress of Rural Sociology (4th)

The transformation of the educational and labor force role distribution of Filipino women, both absolutely and relative to Filipino men, under the impact of modernization was examined. The study aimed to: analyze differences in female educational and labor force role distributions by modernization level; compare the female educational and labor force role distribution to that of males by modernization level; and contrast sex differentials in educational and labor force role distributions by modernization level for a younger (25-34) and older (55-64) age cohort. Obtained from the 1970 Philippines population census, data were collected for both males and females aged 25-64 on literacy; level of educational attainment; major field of study of associate, college and post-graduate degree holders; major and minor industry; major and minor occupation; and class of worker. Data were compiled for three residential categories: Manila, urban areas outside

Manila, and rural areas. A combination of size-density and "urban characteristics" criteria was used in the 1970 census to delineate urban areas. Findings included: 72% of rural females aged 25-64 were literate, compared to 95% of Manila women in the same age range; the gap between males and females was largest in the rural areas; 3 of 5 rural women aged 25-64 had less than 5 years of formal schooling; and 2 out of 5 rural women aged 25-64 were engaged in farm laborer work roles. (NQ)

ED 135 562

RC 009 727

Porteous, Sandra McClure

A State of the Field Study of Child Welfare Services for Migrant Children and Their Families Who are In-Stream, Home-Based, or Settled-Out. Literature Review.

InterAmerica Research Associates, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—HEW-105-76-1140

Note—183p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Agricultural Laborers, Bibliographies, *Child Advocacy, Child Labor, Day Care Services, Demonstration Programs, Early Childhood Education, Educational Legislation, Elementary Secondary Education, Family Structure, Federal Legislation, Health Services, Labor Legislation, *Legislation, Mental Health, *Migrant Children, *Migrant Welfare Services, Minimum Wage Legislation, Nutrition, Preschool Education, Spanish Speaking, *Special Programs, State Programs

Part of a study of migrant child welfare services, this review synthesizes all available materials on the issues affecting migrant child welfare. Each chapter discusses the importance of a particular service area, assesses the migrant child's needs in that area, describes existing barriers to service delivery, and presents a history and the current status of legislation and programs affecting the services. Services are in the areas of physiological and environmental health, education, day care, child abuse and neglect, and legal aid. These include services targeted specifically to migrant children as a unique population and services available to them as part of the general population. Among the topics are: the 1962 Migrant Health Act; Food Program for Women, Infants and Children; Food Stamp Act; National School Lunch and Child Nutrition Act; Social Security Act; family structure; child labor; Fair Labor Standards Act; laws regulating wages, unemployment, right to organize and bargain collectively; Pesticide Protection Laws; housing; Occupation Safety and Health Act; mental health; ESEA Titles I and VII; Comprehensive Employment and Training Act; Emergency School Aid Act; California Migrant Teacher Assistant Minicorps; Learn and Earn; New York State Migrant Center; Migrant Head Start; illegal aliens; Texas Migrant Council Child Abuse and Neglect Prevention Program; and legal aid. A 301-item bibliography of materials collected is included. (NQ)

ED 135 563

RC 009 728

Sofranko, Andrew J. Moorhead, Carol L.

Recent Population Changes in Illinois. Community Resource Development (CRD)-2.

Illinois Univ., Urbana. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—CRD-2

Pub Date 76

Note—15p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *National Norms, *Population Growth, *Population Trends, *Rural Urban Differences, *Statistical Data, *Urban to Rural Migration

Identifiers—*Illinois

National data show that between 1970 and 1974 nonmetropolitan counties grew at a faster rate (1.4% per year) than metropolitan counties (0.6% per year). Factors contributing to this reversal in population trends are: decentralization of U.S. industry; movement of the retired urban elderly to rural and retirement areas; stabilization of the population remaining in agriculture; and

the "pull" exerted by state universities and community colleges in nonmetropolitan areas. Compared with population changes at national and regional levels, Illinois is a mixed case. On the one hand, many of the counties which were formerly losing population, are experiencing a turnaround. At the same time, many Standard Metropolitan Statistical Area (SMSA) counties are showing considerable population growth, especially those in the Chicago, Springfield, Bloomington-Normal, and Peoria SMSA's. Unlike the region and the nation, however, the total population of Illinois has grown very little since 1970 (0.2%). The non-metropolitan population of the state has grown more than the SMSA population, but not a great deal more. Thus, while Illinois exhibits some of the population reversals documented at the national and regional levels, it can more accurately be characterized as a case of very limited reversals or even one of stabilization at the present time. (JC)

ED 135 564

RC 009 729

Lambert, Leo

Sports Finances in Small Texas High Schools: Statistical Measures to Serve as Athletic Budget-Making Guidelines and Evaluation Criteria.

Pub Date [74]

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Athletic Programs, Budgets, Comparative Analysis, Criteria, *Evaluation Criteria, *Guides, High Schools, *Planning, *Program Budgeting, *Small Schools

Identifiers—*Texas

Assuming that superintendents and other administrators of small Texas schools need comparative data for planning and evaluating their annual athletic budgets, this report presents 10 statistical measures for predicting or appraising the levels of each of 3 main budget components—expenditures, revenues, and deficits. Computed from the 1972-73 athletic budgets of 40 Texas school districts, these measures are presented for general use. After explaining the goals, assumptions, methods, and limitations of the study, this report presents a statistical picture of the participating districts to enable readers to determine whether the computed measures are applicable to their own schools. These schools range between 242 and 942 in average daily attendance, are located in towns with a median 1970 population of 1,144, and are defined as small schools. The third section of this report presents the statistical measures computed for these school budgets and interprets them from the standpoint of their value as planning guidelines and evaluation criteria. Separate treatment is given to each of three classes of comparative data—measures of central tendency for planning or appraising the absolute levels of budget components, percentage ratios, and per capita ratios. Summarizing the findings, the final section concludes that the computed measures should help small school administrators answer comparative questions. (JC)

ED 135 565

RC 009 730

Fernandez, Edward W. And Others

Persons of Spanish Origin in the United States:

March 1976 (Advance Report). Population Characteristics, Current Population Reports.

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No.—Ser-P-20-302

Pub Date Nov 76

Note—13p.; For related document, see ED 119

940

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-20, No. 302, \$0.35)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Age, *Census Figures, Cubans, *Demography, Employment, *Ethnic Origins, Family Characteristics, Income, Marital Status, Mexican Americans, National Surveys, *Population Trends, Puerto Ricans, Residential Patterns, Socioeconomic Status, *Spanish Speaking, Tables (Data)

The report presents advance data on selected social, economic, and demographic characteristics of persons of Spanish origin in the U.S. collected in the March 1976 Current Population Survey. The text, tables, and graphs cover size, composition, age, sex, residence, marital status, educational attainment, employment and occupation, income, and family characteristics. In March

1976, there were about 11 million persons of Spanish origin in the U.S.: an estimated 6.6 million of Mexican origin, 1.8 million of Puerto Rican origin, about 700,000 of Cuban origin, 800,000 of Central or South American origin, and 1.3 million of other Spanish origin. Of the 2.5 million families, 2.1 million were living in metropolitan areas. The median age was 20.9 years; about 13% were under 5 years of age. The proportion of single men was higher than that of single women. Women were more likely to be divorced or widowed than were men. Only 39% of the persons 25 years and over were high school graduates; about 19% of all persons of Spanish origin had completed less than 5 years of school. The labor force participation rate was 77% for men and 43% for women. About 2.2 million of the men were employed compared to 1.3 million of the women. The most prevalent occupation for men was that of operative, including transportation. The median income was \$6,800 for men and \$3,200 for women. One of every four families were below the low-income level. (NQ)

ED 135 566

RC 009 731

Buttel, Frederick H.

Size of Place and Community Attachment: A Reconsideration.

Spons Agency—Michigan State Univ., East Lansing. Agricultural Experiment Station.; Michigan State Univ., East Lansing. Coll. of Social Science.; Wisconsin Univ., Madison. Graduate School.

Pub Date Aug 76

Note—25p.; Paper presented at the Rural Sociological Society Annual Meeting (New York, New York, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. HC Not Available from EDRS.

Descriptors—Affiliation Need, Age Differences, *Attitudes, Community Involvement, Community Organizations, *Community Size, Education, Income, *Residential Patterns, *Rural Urban Differences, *Social Relations, Surveys Identifiers—*Community Satisfaction, *Residential Preferences, Wisconsin

Data collected via a Wisconsin statewide survey of randomly selected adults (N=548) were used to test the hypothesis that size of place is inversely related to community attachment in an ideational sense and that size of place has no clear association with participatory measures of attachment (i.e., contrary to the "linear development" perspective of Wirth and the "systemic" model of Janowitz and associates, differences in community attachment are regarded as more or less independent of social and family bonds). The variables employed were education, income, age, size of place of residence, length of residence, social participation with relatives, social participation with friends, organizational membership, community solidarity, and community satisfaction. Results indicated: rural residence was positively associated with dependent measures of community attachment; measures of participatory attachment to the community were not strongly correlated with community attachment; while age and length of residence were substantially intercorrelated, age had the major direct effect on both community solidarity and community satisfaction; and income had moderately low multivariate effects on attitudinal indicators of community attachment. (JC)

ED 135 567

RC 009 732

A Directory of Rural Organizations.

National Rural Center, Washington, D.C.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date 76

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Classification, *Directories, Group Membership, *Indexes (Locators), *Organizations (Groups), Political Influences, Publications, Research, *Rural Areas, Social Services

The purposes of this directory are to provide a ready reference for individuals and organizations with rural interests; to provide a sense of perspective on the various professions, ethnic groups, and special concerns represented by national organizations with rural interests; and to facilitate cooperation among organizations with similar priorities. Each organizational entry (N=approx-

mately 130 entries) is coded according to lobbying, membership, research, and/or service categories, and the code(s) appear at the bottom of each entry and in the index at the back of the directory. Each entry includes: organizational name and address; contact person's name and phone number; a brief description of the organization including membership, staff, and other relevant statistics; and organizational publications. Information regarding these organizations is drawn from a number of individuals and a few published sources including: the Encyclopedia of Associations, Volume 1, tenth edition, Margaret Fisk, Editor; Who's Involved with Hunger: An Organization Guide, Patricia L. Kutzner and Timothy X. Sullivan, Editors; and the Research Centers Directory, fifth edition, Archie M. Palmer, Editor. (JC)

ED 135 568

RC 009 733

Report and Recommendations of the Southern Rural Health Conference (Nashville, Tennessee, October 10-12, 1976).

National Rural Center, Washington, D.C.; North Carolina Univ., Chapel Hill.; Southern Regional Council, Atlanta, Ga.

Pub Date 6 Dec 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Conference Reports, Delivery Systems, Financial Support, *Government Role, Health Insurance, *Health Needs, Legal Problems, Medical Schools, Minority Groups, Planning, Policy Formation, *Rural Areas, Rural Development, Rural Urban Differences, *Southern States, *Speeches

Included in this report on the Southern Rural Health Conference (held in Nashville, Tennessee in 1976) are: (1) an introduction (details the conference goals); (2) a program agenda; (3) "Summation: Southern Rural Health Conference" (a speech); (4) "Health Care and Rural Development" (a speech); (5) "Innovative Approaches to the Delivery of Primary Health Services in the Rural South" (a speech); (6) recommendations made by the conference task forces (Utilization of Primary Health Practitioners; Group Practice in Rural Areas; Student Organizations and Medical School Rural Health Activities; Innovative Governmental Programs; Environmental and Preventive Health; Education of Health Professionals in Rural Areas; Financing of Health Care; Minority and Women's Health Concerns; Health Planning and Resource Development; and Legal Implications and Problems); (7) a participant list (275 people attended the conference including rural health experts, members of health agencies, educators, legislators, doctors, primary health practitioners, and concerned citizens). Among the task force recommendations highlighted in the summary are: Medicare, Medicaid, private health insurance policies, and a national insurance program should cover primary health center services; health resources development should be tied directly to national health insurance; rural-urban inequities should be addressed by equalizing payments for services under public financing programs. (JC)

ED 135 569

32

RC 009 734

Thompson, Tad

Fill Swings—Feed Minds: Report of the Fiscal 1975 Program for the Education of Children of Migrant Farmworkers in New York State.

New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Albany.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—55p.; For related document, see ED 115 413. Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, Bilingual Education, Career Awareness, Computer Oriented Programs, *Educational Opportunities, *Educational Programs, Elementary Secondary Education, Health, Inservice Teacher Education, Interstate Programs, *Migrant Child Education, Out of School Youth, Outreach Programs, Preschool Education, *State Programs, Summer Programs, *Supplementary Education, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York

Goal of the New York State migrant education effort is to provide each eligible child supplemental education programs that will best meet his assessed needs. Designed to provide migrant children with worthwhile educational experiences while they are in the period of migration, the programs are linked to the work of other State agencies which provide services to migrant children. During fiscal year 1975, programs carried out by local educational agencies, Boards of Cooperative Educational Services, State University of New York units, and private agencies were funded. Although efforts to improve skills in reading, mathematics, and bilingual education were stressed, the programs undertaken aimed to improve health and nutrition, provide recreational activities, and bolster positive self-concepts. The programs undertaken included: a census project, Learn and Earn, Tutorial Outreach Program, summer school programs, Preschool Migrant Child Development Program, and Information Dissemination Project. Data on the children as they traveled from one state to another were obtained by use of the Migrant Student Record Transfer System. Attention was also given to in-service education in order that teachers and others concerned with improving the migrant child's education could have the opportunity to learn from those who are leaders in the field of migrant education. (NQ)

ED 135 570

RC 009 735

Linn, J. Gary

Residential Location, Size of Place, and Community Satisfaction in Northwest Wisconsin. Report No. 13 of a Series on Quality of Life and Development in Northwestern Wisconsin, August 1976.

Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—WUEX-CD-13

Pub Date Aug 76

Grant—NIMH-R01-MH25266-01

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, Community Size, Demography, Distance, Education, Employment Opportunities, *Environmental Influences, Family Income, Marital Status, Organizations (Groups), Rural Areas, *Rural Urban Differences, Sex Differences, Social Indicators, *Social Relations, *Social Services, *Suburban Environment, Surveys, Tables (Data), Urban Areas

Identifiers—Community Satisfaction, Place of Residence, Proximity, *Quality of Life, *Wisconsin

Data derived from 1,423 adults who were permanent residents in 9 northwest Wisconsin counties in 1974 were used to test the hypothesis that peripheral metropolitan ring areas (within 30 miles of cities over 50,000) have more pleasing natural environments and more desirable social settings than urban areas and offer better access to jobs and services than rural areas. Dependent measures were drawn from 39 community and environmental items tapping 3 quality of life dimensions -- the natural environment, social relations, and facilities/services. Eight individual (age, education, sex, marital status, household size, residential duration, family income, and organizational membership and two ecological (size and distance from urban center) variables were employed. Results indicated persons living in the ring areas: rated their environment more favorably than urbanites; rated their social setting less favorably than either urbanites or rural people; and rated their social services less positively than rural people. Persons living in small towns and open country areas beyond the 30-mile perimeter rated their environment higher than urbanites and, with a few exceptions, higher than rural dwellers; rated their social setting, with 2 exceptions, higher than urbanites and, with 2 exceptions, higher than ring area dwellers; rated their job opportunities and many other services higher than suburbanites. (JC)

ED 135 571

RC 009 736

Summers, Gene F. And Others

Rural Industrial Development Bibliography. Selected Impact Study Documents. Working Paper RID 75.1, January 1975.

Wisconsin Univ., Madison. Center of Applied Sociology.; Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Report No.—RID-75.1

Pub Date Jan 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Community Development, *Demography, Economic Factors, *Industry, *Rural Development, *Socioeconomic Influences

The 186 documents included in this bibliography of rural industrial development constitute nearly 30 years of research effort by scores of social scientists interested in ascertaining the measurable impact of new industry on demographic, economic, and/or social dimensions of rural community life in the U.S. Restricting the meaning of "industrial development" to the location of new manufacturing plants, this bibliography includes documents which report data from an empirical assessment of a new plant site having occurred between 1945 and 1975 and having had measured impacts. Many of these items are part of what is oftentimes referred to as "fugitive literature". Frequency of bibliographic entries increases with the recency of publication. (JC)

ED 135 572

RC 009 737

Lambert, Virginia

Community Problems in Eight Northwestern Counties. Report No. 1 of a Series on Quality of Life and Development in Northwestern Wisconsin, January 1976.

Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—WUEX-CD-1

Pub Date Jan 76

Grant—NIMH-R01-MH25266-01

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Cooperation, *Community Problems, Comparative Analysis, Crime, *Economic Factors, Employment Opportunities, *Environmental Influences, Medical Services, Pollution, Recreation, *Rural Areas, Schools, *Social Services, State Surveys, Surveys, Taxes, Transportation

Identifiers—*Quality of Life, *Wisconsin

As part of a study of the quality of life in northwestern Wisconsin, questions re: important problems, public services, and environmental concerns were asked of a sample of 150 people in each of 5 counties (Bayfield, Douglas, Price, Taylor, and Washburn) in 1974. Responses to similar questions asked in a 1973 study of Ashland, Burnett, and Rusk Counties and in a 1974 statewide survey were used for comparisons. Responses to the three areas of concern were categorized as: (1) most important community problems (national economy, local economy, taxes, lack of public services, disorder, lack of cooperation, environment); (2) public services (job opportunities, public schools, public libraries, fire protection, water supply, medical services, crime prevention/control, police relations, neighborhood safety at night, streets/roads, public transportation, stores/retail services, indoor and nearby recreation); (3) environmental concerns (stream, lake, and/or air pollution; soil erosion; wildlife reduction; litter; crowded recreation areas; noise; people living too close). Comparative analysis revealed: the overriding concern was economic; the magnitude of economic problems had increased during 1974; the general perception of specific environmental problems was stronger than in 1973; public service problems were in the areas of transportation, medical care, retail services, and indoor recreation. (JC)

ED 135 573

RC 009 738

Lambert, Virginia

Preferences for Expansion of Public Services in Eight Northwest Wisconsin Counties. Report No. 2 of a Series on Quality of Life and Development in Northwestern Wisconsin, January 1976.

Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—WUEX-CD-2

Pub Date Jan 76

Grant—NIMH-R01-MH25266-01

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, Adult Education, *Community Development, *Community Support, Comparative Analysis, Drug Education, Environmental Influences, Medical Services,

Police, *Program Improvement, Public Housing, Public Libraries, *Rural Areas, Schools, Senior Citizens, *Social Services, Surveys, Tourism, Transportation, Vocational Education, Welfare

Identifiers—*Quality of Life, *Wisconsin

As part of a study of the quality of life in northwestern Wisconsin, 1974 sample populations (N#150 residents per county) from each of 5 Wisconsin counties (Bayfield, Douglas, Price, Taylor, and Washburn) were presented with a list of public service programs and asked if they should be "expanded", "kept the same", or "cut back". Percentages on comparable items from a 1973 study of Ashland, Burnett, and Rusk counties in northwestern Wisconsin were used for comparative analysis. The list of services included programs for: teenagers; drug prevention and treatment; public housing (including the elderly); the aged; medical services and doctors; mental health; social services (welfare and food stamps); state and Federal highways; local streets and roads; public transportation; schools; vocational training; other adult education; university extension; library and bookmobile services; art and music; police; water pollution control; areas for wildlife protection; public parks/forests; public promotion of tourism. In general, results indicated: a consensus regarding priority expansion of programs for teenagers, drug prevention/treatment, the aged, public housing, health and medical care, and public transportation; support for spending was higher in the Lake Superior counties and had increased since 1973; support for increased spending increased with education, income, and youth; rural residents were more likely to want programs to remain the same. (JC)

ED 135 574

RC 009 739

Lambert, Virginia Linn, Gary

Community Problems in Five West Central Counties. Report No. 7 of a Series on Quality of Life and Development in Northwestern Wisconsin, February 1976.

Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—WUEX-CD-7

Pub Date Feb 76

Grant—NIMH-R01-MH25266-01

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Cooperation, *Community Problems, Comparative Analysis, Crime, *Economic Factors, Employment Opportunities, *Environmental Influences, Industry, Medical Services, Pollution, Recreation, Road Construction, *Rural Areas, Schools, *Social Services, State Surveys, Surveys, Taxes, Transportation

Identifiers—*Quality of Life, *Wisconsin

As part of a study on development and the quality of life in northwestern Wisconsin, questions concerning important problems, public services, and environmental issues were asked of samples of 150 people in each of 4 west central counties (Clark, Dunn, Eau Claire, and Polk) in 1974. Responses to similar questions asked in a 1973 study of St. Croix County and in a 1974 statewide survey were used for comparisons. Responses to the areas of study were categorized as follows: (1) most important community problems (national economy, local economy, taxes, lack of public services, disorder, lack of cooperation, environment, other/don't know; no problems); (2) public services (job opportunities, public schools and libraries, fire protection, water supply, medical services, crime prevention/control, police relations, public transportation, neighborhood safety at night, streets/roads, stores/retail services, indoor and nearby recreation); (3) environmental concerns (stream, lake, and/or air pollution; soil erosion; wildlife reduction; litter; crowded recreation areas; noise; people living too close). Comparative analysis indicated economic problems of national scope were of primary concern in all counties, though a lack of local jobs and industry were also cited as problems; there was concern for lake pollution; public services were generally adequate, though there was a lack of public transportation and indoor recreation in Dunn, Polk, and St. Croix Counties. (JC)

ED 135 575

RC 009 740

Lambert, Virginia

Preferences for Expansion of Public Services in Five West Central Wisconsin Counties. Report No. 8 of a Series on Quality of Life and Development in Northwestern Wisconsin, February 1976.

Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—WUEX-CD-8

Pub Date Feb 76

Grant—NIMH-R01-MH25266-01

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, Adult Education, *Community Development, *Community Support, Comparative Analysis, Drug Education, Environmental Influences, Medical Services, Police, *Program Improvement, Public Housing, Public Libraries, *Rural Areas, Schools, Senior Citizens, *Social Services, Surveys, Tourism, Transportation, Vocational Education, Welfare

Identifiers—*Quality of Life, *Wisconsin

As part of a study of the quality of life in northwestern Wisconsin, 1974 sample populations (N#150 residents per county) from each of 4 west central counties (Dunn, Clark, Eau Claire, and Polk) were presented with a list of public service programs and asked if they should be "expanded", "kept the same", or "cut back". Percentages on comparable items from a 1973 study in St. Croix County and from a 1974 study of leaders of 31 communities in the west central region were used for comparisons. The service list included programs for: teenagers; drug prevention/treatment; public housing; the aged; medical services/doctors; mental health; social services (welfare and food stamps); state and Federal highways; local streets/roads; public transportation; schools; vocational training; other adult education; university extension; library/bookmobile; art and music; police; water pollution control; areas for wildlife protection; public promotion of tourism. Results indicated: programs for special age groups, medical care, wildlife protection, and vocational training were priorities in all the counties; social services and tourism were the only programs which rated less allocations; the leaders were more in favor of expanded services, particularly economically related programs, than the general public; the west central population was generally more satisfied with its services than the northwestern population. (JC)

ED 135 576

RC 009 741

Roark, Sue N.

Ethnicity and Identity in Northeastern Oklahoma.

Pub Date 19 Nov 74

Note—17p.; Paper presented at the Annual Meeting of the American Anthropological Association (73rd, Mexico City, November 19-24, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affiliation Need, *American Indians, *Behavior Patterns, Criteria, Definitions, *Ethnic Grouping, *Identification (Psychological), Moral Values, Self Concept, *Symbolism, Theories, Tribes

Identifiers—*Delawares, *Oklahoma

The origins of the Oklahoma Delaware reflect a complex history of migration, forced relocation, and punitive concentration. Though 36 tribal identities survive today, they are not of equal cultural coherence. Among the Delaware, there is no simple relation between socioeconomic status, level of acculturation, and factional membership. Rather, the emergence of complementary roles played out in mutually satisfying transactions between elders and organizers, ritual specialists, and persons in need of ritual services constitute the politically significant rallying point for factional alliance wherein retribalization takes place. Virtually all Delaware are of mixed ancestry, and legal "Indianness" does not by itself constitute ethnic identity, since it is defined only by pedigree and not by behavior. Legal Indians become social Indians in Oklahoma if they participate in certain public social situations labeled "Indian doings" and orient themselves to a set of standards known as the "Indian way". Since language, the most powerful symbol of Indian identity, is the least used symbol in Oklahoma, the Delaware abide by a set of "moral ground rules"

that cross tribal frontiers and define Indian behavior. Conscious, elaborated expression of identity is manifest in public events or "crisis observances" where "badges" of identity are displayed. Badges of identity are also operative in private expression of identity. (JC)

ED 135 577 95 RC 009 742

Kane, Michael B.

Educational Change in Rural America. An Interim Report to the Experimental Schools Program.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Experimental Schools Div.

Pub Date Jul 76

Contract—OEC-0-72-5245

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administration, *Change Strategies, Community Characteristics, Community Involvement, Community Leaders, Educational Experience, Educational Objectives, Evaluation Methods, *Experimental Schools, *Federal Programs, *Pilot Projects, Program Development, *Program Evaluation, *Rural Schools

Covering the first 3 years of the Experimental Schools (ES) 6-year program (begun in 1971), this interim report presents: the conceptual design of the ES program; the 10 rural project sites and the 18 comparative school districts; the educational changes proposed by the ES projects; and the comprehensive evaluation design. Data presented on the research progress suggest: (1) the ES districts are indicative of a changing rural America that is less dependent upon farming and more economically diverse; (2) factors contributing to program readiness are social forces external to the school system, recognition in the system of unmet needs, experience in Federal programs, and administrative commitment to change; (3) factors contributing to project initiation are broad-based participation and influence, independence from extensive ES influence, school district acceptance of the project, and congruence between locally identified problems and project goals; (4) factors influencing quick implementation are expanding economy; high median family income; large, homogeneous, and geographically concentrated population; easy access to urban areas; and community satisfaction with community life; (5) influential organizational characteristics are experienced faculty, strong administrative leadership, teacher/administrator readiness for change, access to new educational ideas, coordination of teacher planning activities, and past experience with systematic educational change. (JC)

ED 135 578 RC 009 754

Galeski, Boguslaw, Ed.

Rural Sociology in Poland.

Polish Academy of Sciences, Warsaw.

Pub Date 76

Note—117p.; Monograph prepared for the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, Directories, Family (Sociological Unit), Foreign Countries, *History, Research and Development Centers, Research Criteria, Research Projects, *Research Reviews (Publications), Rural Areas, *Rural Population, Social Class, Social Relations, *Sociology, *State of the Art Reviews

Identifiers—*Poland, World Congress of Rural Sociology (4th)

Included in this book on rural sociology in Poland are: (1) "Rural Sociology in Poland" (an article detailing the reflections and studies of rural life and agriculture before the discipline of rural sociology was acknowledged); (2) "Half A Century of Rural Sociology in Poland" (an article describing the "golden age" of Polish sociology in the 1930's, the transitory period with the coming of the Second World War, the present state of rural sociology and its development tendencies, and current research subjects); (3) "State of Research on Rural Sociology" (an article referring to contemporary studies of problems considered central to Polish rural sociology (the farm, the rural family, the village as a territorial community, the peasant's strata and class relations, and the culture of the rural population);

(4) "Bibliography of Rural Sociology in Poland" (38 citations covering the period between 1957 and 1975); (5) a list of 16 active research centers dealing with rural sociology. (JC)

ED 135 579 RC 009 755

Annual Progress Report, 1975. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 10.

Southern Rural Development Center, State College, Miss.

Report No.—SRDC-10

Pub Date Apr 76

Note—20p.; Related documents include ED 106 017, RC 009 756

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annual Reports, Citizen Participation, Communication (Thought Transfer), Community, Consultants, Educational Needs, Farm Management, Health, Housing, Industrialization, Information Dissemination, Land Use, Literature Reviews, *Networks, *Program Descriptions, *Regional Planning, Research, *Rural Development, *Southern States, Workshops

Identifiers—*Southern Rural Development Center

Included in this second annual report on the Southern Rural Development Center's (SRDC) 1974-75 plan of work are data re: orientation visits; regional workshops; technical consultants; liaison with regional agencies and organizations; information dissemination; annual evaluation; functional networks in the areas of land use issues, citizen participation in rural development, evaluation of research literature, small farms' operations, industrialization of rural areas, health care and rural development, educational needs projection and rural development, synthesis of research results relevant to the impact of governmental transfer payments of human resource development, and community services. Among the SRDC accomplishments cited in this report are: SRDC orientations conducted at both the 1892 and 1890 land-grant institutions in Arkansas, Georgia, Kentucky, Louisiana, Oklahoma, Texas, and Virginia (14 visits in all); workshops bridging the gap in communication between research and extension conducted in land use, youth aspirations, and housing; key rural development personnel hosted by SRDC to serve as technical consultants to different rural development interests; 11 SRDC publications either printed, being revised, or in the process of being printed; 9 functional networks being formed to give particular attention to an area or subarea of rural development. (JC)

ED 135 580 RC 009 756

Annual Progress Report, 1976. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 15.

Southern Rural Development Center, State College, Miss.

Report No.—SRDC-15

Pub Date Oct 76

Note—37p.; Related documents include ED 106 017, RC 009 755

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annual Reports, Consultants, Farm Management, Grants, Health, Housing, Industrialization, Information Dissemination, Literature Reviews, *Networks, *Program Descriptions, *Regional Planning, Research, *Rural Development, *Southern States, Workshops

Identifiers—*Southern Rural Development Center

Covering the 1976 activities of the Southern Rural Development Center (SRDC), this third annual report describes SRDC's: history; organization; regional workshops; functional networks; network bibliographies and other publications; Title V reports; grant received for training in rural development; orientation visits; consultants; information dissemination; bibliography; magazine; and slide show. Reflecting the activities put forth to bring about a balance in growth and change, this report indicates great strides were made in 1976 via: regional workshops on coordination, housing, and communication; full operation of 10 functional networks (small farm operations, industrialization of rural areas, health care and rural development, educational needs projection and rural development, synthesis of research results relevant to the impact of governmental transfer payments on human resource develop-

ment, community services, recent housing research, land use issues, citizen participation, and evaluation of research literature); a grant to develop training; continuation of orientation work to land-grant institutions; provision for consultants as needed; provision of timely and useful information through the publication series and the magazine "Rural Development Research and Education". (JC)

SE

ED 135 581 SE 021 572

Zdravkovich, V.

Organic Chemistry Self Instructional Package 1:

Review of General Chemistry.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—25p.; For related Packages 2-17, see SE 021 573-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs

Identifiers—Carbon, Prince Georges Community College

This booklet is one of a series of 17 developed at Prince George's Community College, Largo, Maryland. It provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is a review of general chemistry, particularly the hybridization of the carbon atom. (SL)

ED 135 582 SE 021 573

Zdravkovich, V.

Organic Chemistry Self Instructional Package 2:

Methane.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—58p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs

Identifiers—*Methane, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be

completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is methane. (SL)

ED 135 583 SE 021 574

Zdravkovich, V.

Organic Chemistry Self Instructional Package 3:

Alkanes-Homologous Series and Isomerism.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—39p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkanes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkanes: homologous series and isomerism. (SL)

ED 135 584 SE 021 575

Zdravkovich, V.

Organic Chemistry Self Instructional Package 4:

Alkanes-Nomenclature.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—41p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkanes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkanes. (SL)

ED 135 585

Zdravkovich, V.

Organic Chemistry Self Instructional Package 5:
Alkanes Preparations and Reactions.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—50p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkanes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkanes-preparations. (SL)

ED 135 586

Zdravkovich, V.

Organic Chemistry Self Instructional Package 6:
Stereochemistry 1.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—53p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Optical Isomers, Prince Georges Community College, Stereochemistry

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is the history of optical activity and enantiomerism. (SL)

ED 135 587

Zdravkovich, V.

Organic Chemistry Self Instructional Package 7:
Alkanes-Nomenclature and Isomerism.

Prince George's Community Coll., Largo, Md.

Pub Date 76

SE 021 576

Note—49p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkanes, Isomerism, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkenes, Sp² hybridization, geometric isomerism, and nomenclature. (SL)

ED 135 588

Zdravkovich, V.

Organic Chemistry Self Instructional Package 8:
Alkenes-Preparations.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—42p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkenes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkenes-preparations. (SL)

ED 135 589

Zdravkovich, V.

Organic Chemistry Self Instructional Package 9:
Alkenes-Reactions 1.

Prince George's Community Coll., Largo, Md.

Pub Date 76

Note—49p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkenes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkenes-reactions: dimerization, alkylation, and halogenation. (SL)

ED 135 590 SE 021 581

Zdravkovich, V.

Organic Chemistry Self Instructional Package 10: Alkenes-Reactions 2.

Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—63p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkenes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkenes-reactions 2: free radical additions and substitutions, hydrogenation, polymerization and oxidation. (SL)

ED 135 591 SE 021 582

Zdravkovich, V.

Organic Chemistry Self Instructional Package 11: Stereochemistry 2.

Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—48p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Prince Georges Community College, Stereochemistry

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is stereochemistry 2. (SL)

ED 135 592 SE 021 583

Zdravkovich, V.

Organic Chemistry Self Instructional Package 12: Alkynes.

Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—43p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Alkynes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alkynes. (SL)

ED 135 593 SE 021 584

Zdravkovich, V.

Organic Chemistry Self Instructional Package 13: Dienes.

Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—41p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Dienes (Chemistry), Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in

great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is dienes. (SL)

ED 135 594 SE 021 585

Zdravkovich, V.

Organic Chemistry Self Instructional Package 14: Cyclic Compounds.

Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—54p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Cyclic Compounds, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is alicyclic compounds. (SL)

ED 135 595 SE 021 586

Zdravkovich, V.

Organic Chemistry Self Instructional Package 15: Benzene, Aromaticity.

Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—64p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Benzene, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is benzene. (SL)

for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is benzene-aromaticity. (SL)

ED 135 596 SE 021 587
Zdravkovich, V.

Organic Chemistry Self Instructional Package 16: Aromatic Chemistry Effect of Substituents.
Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—46p.; For related Packages 1-17, see SE 021 572-588; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland, 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Aromatic Compounds, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audiotapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is aromatic compounds, effects of substituents. (SL)

ED 135 597 SE 021 588
Zdravkovich, V.

Organic Chemistry Self Instructional Package 17: Arenes.
Prince George's Community Coll., Largo, Md.
Pub Date 76

Note—56p.; For related Packages 1-16, see SE 021 572-587; Not available in hard copy due to copyright restrictions

Available from—Prince George's Community College Bookstore, Largo, Maryland 20870 (\$17.00 a set, \$1.00 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Chemistry, *College Science, Higher Education, *Independent Study, Individualized Instruction, Individualized Programs, *Organic Chemistry, Science Education, Self Help Programs
Identifiers—Arenes, Prince Georges Community College

This booklet, one of a series of 17 developed at Prince George's Community College, Largo, Maryland, provides an individualized, self-paced undergraduate organic chemistry instruction module designed to augment any course in organic chemistry but particularly those taught using the text "Organic Chemistry" by Morrison and Boyd. The entire series of modules covers the first 13 chapters of the Morrison-Boyd text in great detail. Each module has been provided with from one to three audio tapes, available from Prince George's Community College, to provide students additional explanations of particular concepts. Each module includes a self-evaluation exercise, a reference guide, worksheets to be completed with the audiotapes, answer sheets for the worksheets, a progress evaluation, an answer sheet for the progress evaluation, an answer sheet for the self-evaluation exercise, an introduction to the topic covered by the module, and student performance objectives for the module. The topic of this module is arenes. (SL)

ED 135 598 SE 021 577
Fox, Lynn H.

Gifted Girls: Scientists and Mathematicians of the Future.

Pub Date Oct 76

Note—15p.; Paper presented at the annual meeting of the National Association for Gifted Children (Kansas City, Missouri, October 14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Career Choice, Educational Research, *Females, *Gifted, Literature Reviews, *Mathematics, Mathematics Education, Science Education, *Sciences, Secondary Education, Secondary School Students, *Sex Differences

Research pertaining to the small number of female students in the sciences and mathematics is examined. This research shows that, compared to males, females are not as likely to develop interests in mathematics and science at an early age, are not encouraged by parents and teachers to seek careers in these areas, and have fewer appropriate feminine role-models. (MH)

ED 135 599 SE 021 758
Szabo, Michael

Science Education and Computer Managed Instruction: The State of the Art.

Pub Date Feb 76

Note—39p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Science, *Computer Assisted Instruction, Computers, Conference Reports, *Educational Technology, *Higher Education, *Instruction, Instructional Aids, *Program Descriptions, Science Education

This paper focuses on Computer Managed Instruction (CMI), the use of computers in managing the instructional environment. Discussed topics include: the uses, levels, and need for CMI; the relationship between CMI and technology; CMI and adaptive or individualized instruction; and operational aspects of CMI. Science and non-science uses of CMI systems are documented, and some projections for developing CMI in an academic environment are discussed. (MH)

ED 135 600 SE 021 760
Herron, J. Dudley

What Research Says to the College Science Teacher.

Pub Date Feb 76

Note—30p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Contains occasional broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Chemistry, *College Science, Concept Formation, *Educational Research, *Higher Education, *Instruction, *Literature Reviews, Science Education, *Scientific Concepts

Identifiers—*Piaget (Jean)
An interpretative summary is given of educational research that has implications for college science education. The research topics include: behavioral objectives, individualized instruction, mastery learning, expository versus discovery learning, Piaget and formal thought, and proportional thinking. Specific examples taken from college-level chemistry are discussed to illustrate the problems of teaching concepts and classification. (MH)

ED 135 601 SE 021 783
Robinson, James T.

Social Issues in Science Curricula.

Pub Date Feb 76

Note—14p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Science, Conference Reports, *Curriculum, Higher Education, *Interdisciplinary Approach, Science Education, Secondary Education, *Secondary School Science, *Social Problems

A case is developed for including social issues in science teaching, based on a belief that such inclusion can make science more meaningful and can contribute to the development of intelligence. The Human Sciences Project, in which science and related social issues are combined in curriculum modules for students ages 11-14, is described. The content of these interdisciplinary modules is grouped into problem areas and levels

of student competence. Also described are materials being developed for senior high school and college students. Other aspects of these curricula, such as student and public acceptance, and the ability of science instructors to teach social issues, are discussed. (MH)

ED 135 602 SE 021 784
Davis, Robert B.

Education as an Applied Science.

Pub Date Feb 76

Note—48p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Education, *Educational Practice, *Educational Research, Evaluation, *Mathematics Education, *Research Methodology, *Research Problems

Identifiers—*PLATO

This paper discusses whether or not educational research and practice have become too scientific and have consequently oversimplified the realities of teaching and learning. Arguments are given for focusing more attention on case studies and careful naturalistic observation in the design of educational practices. (MH)

ED 135 603 SE 021 912
Lamb, Janice

Ways to Bring a "Far Out" Subject SPACE BIOLOGY Into the Classroom.

Pub Date Nov 75

Note—20p.; A 1976 Science Teaching Achievement Recognition (STAR) Award winning paper; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biological Sciences, *Biology, *Curriculum, *Science Courses, Science Education, Secondary Education, *Secondary School Science, *Space Sciences

This document describes a grade 10-12 biology course designed to increase student interest by introducing topics in space biology including: the book "Andromeda Strain"; weightlessness; centrifuge; cosmic radiation; space research; origins of life; extraterrestrial life; and the Mars Viking Mission. (SL)

ED 135 604 SE 021 934
McCarley, Orin, Ed.

Science Education News, June 1976.

American Association for the Advancement of Science, Washington, D.C.

Report No.—AAAS-Pub-76-N-2

Pub Date Jun 76

Note—9p.; Headings for each topic printed in blue ink and may not reproduce well
Available from—American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (no price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, *Elementary Secondary Education, *Engineering Education, Environmental Education, *Higher Education, *Inservice Teacher Education, Laboratory Safety, *Newsletters, *Science Education

This issue of the newsletter of the American Association for the Advancement of Science (AAAS) presents articles relating to interdisciplinary science instruction, declines in science skills, instructional television, college entrance examinations, career education, minorities in engineering, lab safety, inservice teacher education, and the use of minicalculators in schools. Higher education topics include physics computer projects, credit by examination, early entrance programs, special education, and outstanding engineering educators. Descriptions of recent publications, meetings, and opportunities are included. (SL)

ED 135 605 SE 021 935
McCarley, Orin, Ed.

Science Education News, September 1976.

American Association for the Advancement of Science, Washington, D.C.

Report No.—AAAS-Pub-76-N-3

Pub Date Sep 76

Note—9p.; Headings for each topic printed in blue ink and may not reproduce well

Available from—American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (no price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Elementary Secondary Education, *Engineering Education, *Environmental Education, *Higher Education, *Metric System, *Minority Groups, *Newsletters, *Science Education, *Student Characteristics

This issue of the newsletter of the American Association for the Advancement of Science (AAAS) presents articles relating to minorities in engineering, declining enrollment, introducing metric, descriptions of 1976 high school graduates, child understanding, and hand calculators in schools. Articles presented relating to higher education include chemistry by television, personalized system of instruction (PSI), the Sea Grant program, and a handbook for faculty development. Reviews of recent meetings, new journals, publications, and opportunities are included. (SL)

ED 135 606 SE 021 943

Tamir, Pinchas

The Role of the Laboratory in Science Teaching. Technical Report 10.

Iowa Univ., Iowa City. Science Education Center. Pub Date Nov 76

Note—33p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Science, Curriculum, *Higher Education, *Instruction, *Laboratories, *Laboratory Procedures, *Learning Theories, *Science Education, *Science Education History, *Science Laboratories, *Sciences, *Secondary Education, *Secondary School Science

The history of the use of laboratory work in teaching science is traced from the 18th century to the present laboratory-centered curricula. Major rationales and objectives for laboratory work are presented, and different types of laboratory activities are discussed from the standpoint of learning theories and research findings. Also discussed is the use of the laboratory in various science disciplines, and the use of vicarious experiences as a substitute for laboratory work. An extensive bibliography is included. (MH)

ED 135 607 SE 021 969

Council of Europe News-Letter 3/76.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Pub Date Mar 76

Note—42p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, *Conference Reports, *Educational Change, *Government Role, *Higher Education, *International Education, *Newsletters, *Teacher Education

Identifiers—*Council of Europe, Europe

This newsletter consists of two parts, the first dealing with issues common to many European countries and the second with reports from 15 individual countries. Twelve of the 17 articles are written in English and the remainder are in French. Among the papers written in English are a conference report on the future training of teachers in Europe, 9 short papers on issues related to post-secondary education (from Austria, Denmark, Finland, Federal Republic of Germany, Greece, Ireland, Spain, Sweden, and the United Kingdom), a discussion of plans to merge nursery and primary education in the Netherlands, a report on coordination of teacher education in Norway, a summary of educational and cultural policy of the new government in Sweden, and a report on a Swedish survey of teaching materials and copyright agreements. (DT)

ED 135 608 SE 021 970

Gullard, Pamela, Ed.

Program on Science, Technology and Society (POSTS), Fourth General Report, Program Summary, September 1, 1975 through August 31, 1976. Final Report.

Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date 31 Aug 76

Contract—ARA71-01834-A02

Note—49p.

Available from—Center for Advanced Study in the Behavioral Sciences, 282 Junipero Serra Blvd., Stanford, California 94305 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, *Behavioral Sciences, *Interdisciplinary Approach, *Research Projects, *Science Education, *Scientific Research, *Social Factors, *Social Problems, *Technological Advancement, *Technology

The Center for Advanced Study in the Behavioral Sciences' Program on Science, Technology, and Society (POSTS) ended in August 1976. This fourth general report summary of POSTS activities provides a listing of accomplishments of the entire five year program. Included are the names of all fellows associated with POSTS, POSTS projects completed by each fellow, the 1975-76 publications of POSTS fellows, and a listing of forthcoming publications of POSTS fellows. An appraisal of POSTS as an interdisciplinary approach is included. (SL)

ED 135 609 SE 021 973

Baranger, Elizabeth Urey

Admission and Attrition of Women in Graduate School.

Pub Date Feb 76

Note—24p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Doctoral Programs, *Females, *Graduate Study, *Higher Education, *Science Education, *Scientific Manpower, *Scientists, *Sex Discrimination, *Speeches

Reasons behind the fact that there are fewer women scientists than men scientists are explored in this paper. Data on the number of women Ph.D.'s in each field of science for the years 1966 through 1974 are presented and analyzed. Graduate school admissions policies and the greater attrition rate for women in graduate school compared to men are discussed. Finally, recommendations are made for ways of combating and preventing discrimination in graduate programs. (DT)

ED 135 610 SE 021 974

Baker, Warren J.

Development of College/Industry Partnerships.

Pub Date Feb 76

Note—12p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Engineering Education, *Higher Education, *Industry, *Internship Programs, *Program Descriptions, *School Industry Relationship, *Technology, *Undergraduate Study

Described is the College of Engineering educational program at the University of Detroit which emphasizes interaction between students, faculty, and industry. The undergraduate pre-professional and professional programs as well as the three-phase doctor of engineering program which includes an internship are outlined. (SL)

ED 135 611 SE 021 977

Rucker, Kathryn, Comp.

A Directory of Resources in Science, Technology and Values.

National Conference of Catholic Bishops, Washington, D.C. Bishops' Committee for Human Values.

Pub Date Apr 76

Note—50p.; Not available in hard copy due to marginal legibility of original document

Available from—National Conference of Catholic Bishops, Bishops' Committee for Human Values, 1312 Massachusetts Ave., N.W., Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Directories, *Ethical Values, *Guides, *Moral Values, *Sciences, *Scientific Enterprise, *Social Values, *Technology, *Values

This directory lists 81 organizations that can provide information regarding literature, bibliographies, and other resources relating to various topics of science, technology, and values. Courses offered by colleges and universities are

not included. All entries are classified to areas of interest such as: health sciences, religion, future studies, environment, and energy. (SL)

ED 135 612 SE 021 978

Collins, Frederic W.

Science at the Bicentennial: A Report from the Research Community. Report of the National Science Board/1976.

National Science Foundation, Washington, D.C. National Science Board.

Report No.—NSB-76-1

Pub Date 76

Note—154p.; Not available in hard copy due to marginal legibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00280-5, \$2.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Financial Support, Industry, *Opinions, *Research and Development Centers, *Research Problems, *Science Education, *Sciences, *Scientific Attitudes, *Scientific Enterprise, *Scientific Research, *Surveys, *Technology, *Universities

Identifiers—*Research Reports

This report contains discussions about critical problems that appear to be developing in American scientific research sectors. The views were obtained from letters of inquiry sent to more than 900 persons active in the administration or performance of research in its four main sectors: universities, industry, Federal laboratories, and independent research institutes. Four areas of common concern were found to predominate in the replies, and a chapter is devoted to each: dependability of funding for research; the maintaining of vitality in the research system; freedom in research; and current attitudes toward science and technology. Appendices include: a description of the method of inquiry; texts of the letters sent to the research community; a complete list of respondents to the inquiry letter by sector; a complete list of issues taken from the response letters; and rank-order tables of issues mentioned most frequently. (MH)

ED 135 613 SE 021 979

Jolls, Kenneth R. And Others

COED Transactions, Vol. 8, No. 10, October 1976. The Computer Generation of Thermodynamic Phase Diagrams.

American Society for Engineering Education, Washington, D.C. Computers in Education Div. Pub Date Oct 76

Note—13p.

Available from—COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Document Not Available from EDRS.

Descriptors—Chemistry, *Computer Graphics, *Computers, *Engineering, *Engineering Education, *Higher Education, *Instructional Materials, *Physics, *Science Education, *Thermodynamics

A technique is described for the generation of perspective views of three-dimensional models using computer graphics. The technique is applied to models of familiar thermodynamic phase diagrams and the results are presented for the ideal gas and van der Waals equations of state as well as the properties of liquid water and steam from the Steam Tables. (MH)

ED 135 614 SE 021 981

Greenspoon, Joel, Ed.

IN-ED, Volume 1, No. 1, January 1974.

Texas Univ. of the Permian Basin, Odessa.

Pub Date Jan 74

Note—7p.; For related document, see SE 021 982

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Biological Sciences, *College Science, *Educational Innovation, *Evaluation, *Higher Education, *Instruction, *Science Education, *Student Evaluation, *Tests, *Transfer Students

A pre-test is described that was developed to determine the deficiencies of students in a college-level life science course. Twenty-six competencies prerequisite to the understanding of the course were included in the test, which was administered to 69 students. No student possessed more than 20 competencies; a majority of the students could demonstrate no more than 8 com-

petencies. These results are discussed with respect to programs that accept mainly transfer students who may exhibit a range of educational preparation. (MH)

ED 135 615 SE 021 982

Rohatstein, Robert N., Ed.
IN-ED, Volumes 4 and 5, Nos. 6 and 7, February and March 1976.

Texas Univ. of the Permian Basin, Odessa.
Pub Date 76

Note—7p.; For related document, see SE 021 981

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Autoinstructional Methods, *Biological Sciences, *College Science, Course Descriptions, Curriculum, Higher Education, Individualized Instruction, *Instruction, Laboratories, *Laboratory Procedures, Science Education, *Teaching Methods

IN-ED is a monthly publication devoted to innovative educational ideas in higher education. In this issue, the facilities and equipment used in a completely self-paced life science laboratory at the University of Texas of the Permian Basin are described. Also discussed are the instructional methods used. (MH)

ED 135 616 SE 021 985

Ruud, Orville George

The Construction of an Instrument to Measure Proportional Reasoning Ability of Junior High Pupils.

Pub Date Dec 76

Note—280p.; Ph.D. Dissertation, University of Minnesota; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cognitive Development, Developmental Tasks, Doctoral Theses, *Educational Research, Learning Theories, Measurement Instruments, *Physical Sciences, Science Education, Secondary Education, *Secondary School Science, *Tests

Identifiers—*Piaget (Jean), Research Reports

The purpose of this study was to develop a paper-pencil test of Piagetian levels of proportional thinking for junior high school students in the context of physical science. Two thousand twenty-seven students were tested to develop the instrument and the description of its characteristics. The final form consisted of 24 items with four subtests each of six items for Piagetian levels: Concrete Operational I, Concrete Operational II, Formal Operational I, and Formal Operational II. Piagetian task interviews were also given to a group of students, and the paper-pencil test results correlated positively with the task results of the students who took both tests. Content, concurrent construct, divergent, and convergent validity measurements showed the paper-pencil test to be valid. The test was also shown to have a high reliability and good item discrimination between proportional reasoning levels. (MH)

ED 135 617 SE 021 987

Allen, Frank B. And Others

First Course in Algebra, Student's Text, Part I, Unit 9.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—259p.; For related documents, see SE 021 988-SE 002 002 and ED 130 870-877; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, Instruction, *Instructional Materials, Mathematics Education, Number Systems, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group

Unit 9 in the SMSG's secondary school mathematics series is a student text covering the following topics in Algebra I: sets and the number line, numerals and variables, sentences and properties of operations, open sentences and English sentences, the real numbers, properties of addition, properties of multiplication, properties of order, and subtraction and division for real numbers. (DT)

ED 135 618 SE 021 988

Allen, Frank B. And Others

First Course in Algebra, Student's Text, Part II, Unit 10.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—311p.; For related documents, see SE 021 987-SE 022 002 and ED 130 870-877; Contains occasional broken type

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group

Unit 10 in the SMSG's secondary school mathematics series is a student text covering the following topics in Algebra I: factors and exponents, radicals, polynomial and rational expressions, truth sets of open sentences, graphs of open sentences in two variables, systems of equations and inequalities, quadratic polynomials, and functions. (DT)

ED 135 619 SE 021 989

Allen, Frank B. And Others

First Course in Algebra, Teacher's Commentary, Part I, Unit 11.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—282p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, *Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group

This eleventh unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 9. First a general overview of the entire FIRST COURSE IN ALGEBRA (Units 9 and 10) is provided. Then, a time allotment for each of the chapters in Unit 9 is suggested. For each of the chapters in Unit 9, the goals for that chapter are discussed, the mathematics is explained, some teaching suggestions are provided, the answers to exercises are listed, and sample test questions for that chapter are suggested. (DT)

ED 135 620 SE 021 990

Allen, Frank B. And Others

First Course in Algebra, Teacher's Commentary, Part II, Unit 12.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—348p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains light and broken type

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, *Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group

This twelfth unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 10. For each of the chapters in Unit 10 the goals for that chapter are discussed, the mathematics is explained, some teaching suggestions are provided, the answers to exercises are listed, and sample test questions for that chapter are suggested. (DT)

ED 135 621 SE 021 991

Allen, Frank B. And Others

Geometry, Student's Text, Part I, Unit 13. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 65

Note—378p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Geometry, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group

Unit 13 in the SMSG secondary school mathematics series is a student text covering the following topics in geometry: common sense and organized knowledge; sets, real numbers, and lines; lines, planes, and separation; angles and triangles; congruences; proof; geometric inequalities; perpendicular lines and planes in space; parallel lines in a plane; and parallels in space. Appendices cover symbols, postulates of addition and multiplication, rational and irrational numbers, square roots, how to draw figures in 3-space, and proof of theorems on perpendicularity. (DT)

ED 135 622 SE 021 992

Allen, Frank B. And Others

Geometry, Student's Text, Part II, Unit 14.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—395p.; For related documents, see SE 021 987-022 002 and ED 130 870-877

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Geometry, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group

Unit 14 in the SMSG secondary school mathematics series is a student text covering the following topics in geometry: areas of polygonal regions, similarity, circles and spheres, characterization of sets, constructions, areas of circles and sectors, volumes of solids, and plane coordinate geometry. Appendices cover Eratosthenes' measurement of the earth, rigid motions, proof of the two-circle theorem, trigonometry, and regular polyhedra. (DT)

ED 135 623 SE 021 993

Allen, Frank B. And Others

Geometry, Teacher's Commentary, Part I, Unit 15. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 65

Note—267p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Geometry, *Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group

This fifteenth unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 13. A time allotment for each of the chapters in Units 13 and 14 is suggested. Then, for each of the chapters in Unit 13, a guide for the selection of problems is provided, the goals for that chapter are discussed, the mathematics is explained, some teaching suggestions are given, and the answers to exercises are listed. For each of the chapters except the first, sample test questions are included. (DT)

ED 135 624 SE 021 994

Allen, Frank B. And Others

Geometry, Teacher's Commentary, Part II, Unit 16. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 65

Note—361p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional marginal legibility

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Geometry, *Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group

This sixteenth unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 14. For each of the chapters in Unit 14, a guide to the selection of problems is provided, the goals for that chapter are discussed,

the mathematics is explained, some teaching suggestions are given, the answers to exercises are listed, and sample test questions for that chapter are included. A final section, labelled "Talks to Teachers," discusses facts and theories; equality, congruence, and equivalence; the concept of congruence; introduction to non-Euclidean geometry; miniature geometries; and area. (DT)

ED 135 625 SE 021 995

Allen, Frank B. And Others
Intermediate Mathematics, Student's Text, Part I, Unit 17.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 61

Note—469p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—*Algebra, Analytic Geometry, *Curriculum, Elementary Secondary Education, Instruction, *Instructional Materials, Mathematics Education, Number Systems, *Secondary School Mathematics, *Textbooks
Identifiers—*Functions (Mathematics), *School Mathematics Study Group

Unit 17 in the SMSG secondary school mathematics series is a student text covering the following topics: number systems, coordinate geometry in the plane, the function concept and the linear function, quadratic functions and equations, complex number systems, equations of the first and second degree in two variables, systems of equations in two variables, and systems of first degree equations in three variables. (DT)

ED 135 626 SE 021 996

Allen, Frank B. And Others
Intermediate Mathematics, Student's Text, Part II, Unit 18.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 61

Note—424p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, Instruction, *Instructional Materials, Mathematics Education, Probability, *Secondary School Mathematics, *Textbooks, *Trigonometry

Identifiers—*School Mathematics Study Group

Unit 18 in the SMSG secondary school mathematics series is a student text covering the following topics: logarithms and exponents; trigonometry; the system of vectors; polar form of complex numbers; sequences and series; permutations, combinations, and the binomial theorem; and algebraic structures. (DT)

ED 135 627 SE 021 997

Allen, Frank B. And Others
Intermediate Mathematics, Teacher's Commentary, Part I, Unit 19.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 61

Note—550p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light type

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*Algebra, Analytic Geometry, *Curriculum, Elementary Secondary Education, *Instruction, Mathematics Education, Number Systems, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group

This nineteenth unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 17. First, a time allotment for each of the chapters in Units 17 and 18 is given. Then, for each of the chapters in Unit 17, the goals for that chapter are discussed, the mathematics is explained, some teaching suggestions are given, answers to exercises are provided, and sample test questions are included. (DT)

ED 135 628 SE 021 998

Allen, Frank B. And Others
Intermediate Mathematics, Teacher's Commentary, Part II, Unit 20.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 61

Note—319p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, *Instruction, Mathematics Education, Probability, *Secondary School Mathematics, *Teaching Guides, *Trigonometry

Identifiers—*School Mathematics Study Group

This twentieth unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 18. For each of the chapters in Unit 18, the goals for that chapter are discussed, the mathematics is explained, some teaching suggestions are given, answers to exercises are provided, and sample test questions are included. (DT)

ED 135 629 SE 021 999

Allen, Frank B. And Others
Elementary Functions, Student's Text, Unit 21.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 61

Note—398p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Textbooks

Identifiers—*Functions (Mathematics), *School Mathematics Study Group

Unit 21 in the SMSG secondary school mathematics series is a student text covering the following topics in elementary functions: functions, polynomial functions, tangents to graphs of polynomial functions, exponential and logarithmic functions, and circular functions. Appendices discuss set notation, mathematical induction, significance of polynomials, area under a polynomial graph, slopes of area functions, the law of growth, approximation and computation of e raised to the x power, an approximation for $\ln x$, measurement of triangles, trigonometric identities and equations, and calculation of $\sin x$ and $\cos x$. (DT)

ED 135 630 SE 022 000

Allen, Frank B. And Others
Elementary Functions, Teacher's Commentary, Unit 22, Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 65

Note—294p.; For related documents, see SE 021 987-022 002 and ED 130 870-877; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary Education, *Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—*Functions (Mathematics), *School Mathematics Study Group

This twenty-second unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 21. For each of the chapters in Unit 21, a time allotment is suggested, the goals for that chapter are discussed, the mathematics is explained, some teaching suggestions are given, answers to exercises are provided, and sample test questions are included. In the appendices, mathematical induction is briefly discussed, then solutions to problems given in the appendices of Unit 21 are provided. (DT)

ED 135 631 SE 022 001

Allen, Frank B. And Others
Introduction to Matrix Algebra, Student's Text, Unit 23.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 61

Note—243p.; For related documents, see SE 021 987-022 002 and ED 130 870-877

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, Instruction, *Instructional Materials, Mathematics Education, *Matrices, *Secondary School Mathematics, *Textbooks

Identifiers—*School Mathematics Study Group

Unit 23 in the SMSG secondary school mathematics series is a student text covering the following topics in matrix algebra: matrix operations, the algebra of 2×2 matrices, matrices and linear systems, representation of column matrices as geometric vectors, and transformations of the plane. Listed in the appendix are four research exercises in matrix algebra. (DT)

ED 135 632 SE 022 002

Allen, Frank B. And Others
Introduction to Matrix Algebra, Teacher's Commentary, Unit 24.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 61

Note—283p.; For related documents, see SE 021 987-022 001 and ED 130 870-877

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Algebra, *Curriculum, Elementary Secondary Education, *Instruction, Mathematics Education, *Matrices, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group

This twenty-fourth unit in the SMSG secondary school mathematics series is the teacher's commentary for Unit 23. For each of the chapters in Unit 23, a time allotment is suggested, the goals for that chapter are discussed, the mathematics is explained, some teaching suggestions are given, and answers to exercises are provided. In the appendix is a general discussion of the research exercises described in the appendix of the student's text, followed by the mathematical details for each of the four research exercises. (DT)

ED 135 633 SE 022 005

Kiehl, Charles F.
Competency Based Teacher Education Certification Program in Mathematics 7-12, Provisional.

Pub Date Sep 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, *Curriculum Guides, Higher Education, Instruction, *Mathematics Education, *Methods Courses, *Performance Based Teacher Education, Preservice Education, Program Descriptions, Teacher Education

In this packet of materials, the outline for State University College at Brockport's certification program for secondary school mathematics teachers is given. First, an overview of the program is presented, then specific skills, knowledges, and attitudes are identified and assessment procedures, conditions, and standards are listed. Information about student guidance, program evaluation, and program management is provided. The final section lists the responsibilities of the college, the school system, the preservice teachers, and the cooperating teachers with regard to the certification program. (DT)

ED 135 634 SE 022 010

Bailey, Martha J.
Checklist of Abbreviations and Acronyms in the Physics Literature.

Pub Date Nov 76

Note—15p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abbreviations, *Physical Sciences, *Physics, Scholarly Journals, Science Education, *Subject Index Terms

This document provides a listing of 500 abbreviations and acronyms related to physics with the definition of each. Each abbreviation was used in journals received by the Purdue University Physics Library during the years 1973-1976. (SL)

ED 135 635 SE 022 014

An Analysis of Federal R&D Funding by Function, Fiscal Years 1969-1977.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.

Report No.—NSF-76-325

Pub Date Sep 76

Note—165p.; Contains occasional small print and colored pages

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00298-8, \$2.45)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Federal Aid, *Federal Programs, Financial Support, *Research, Science Education, Scientific Research, *Statistical Data

This report provides an account of federal funding of research and development (R&D) programs in 15 areas for the years 1969-77. Part 1 lists federal R&D expenditures according to function and includes comments and comparisons pertaining to the functions. Part 2 provides more detailed analyses of R&D expenditures for each function individually, including graphs that chart the overall and subfunction expenditures of each function from 1969-77, and explanatory comments. The appendices include an additional statistical table that lists R&D obligations by function, subfunction, and agency program for each year during the period 1969-77. (MH)

ED 135 636

SE 022 015

Colbert, Joel A.

The Development and Implementation of the Levels of Use Observational Inventory (LoUOI): An Instrument to Aid in the Adoption of an Innovation Process.

Pub Date Mar 77

Note—27p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Educational Innovation, Educational Research, *Elementary School Science, Elementary School Teachers, *Evaluation, Instrumentation, *Measurement Instruments, Program Evaluation, Science Education, *Teacher Behavior, Teacher Education

Identifiers—Research Reports

The purpose of this research was to develop and implement an observational instrument to measure the process of innovation adoption as described by the Concerns Based Adoption Model developed at the University of Texas. This model defines seven levels of use of an innovation, ranging from no knowledge of the innovation, through routine use, to looking for better alternatives. The inventory was developed to complement interviews to determine an individual's level. The inventory was twice administered to 33 elementary school teachers attending a summer institute to familiarize them with the Science Curriculum Improvement Study (SCIS), which they would be using in the fall. Concurrent validity for the inventory was shown to be 0.71, test-retest reliability was 0.94, and there was perfect inter-rater reliability using two independent judges. The results of the study indicated that a valid and reliable estimate of the levels of use could be determined if the particular teacher was observed in the actual process of using the innovation. (MH)

ED 135 637

SE 022 020

Gorges, H. A., Ed. Raine, L. P., Ed.

Staff Handbook on Natural Gas.

Office of Energy Programs (DOC), Washington, D.C.

Pub Date Aug 76

Note—113p.; Contains occasional small, light and broken type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Conservation (Environment), Economics, *Energy, *Government Role, *Manuals, *Natural Resources, Planning, *Problem Solving, Reference Materials

Identifiers—Natural Gas, *Resource Management

The Department of Commerce created a Natural Gas Action Group early in the fall of 1975 to assist industrial firms and the communities they serve to cope with the effects of potentially severe and crippling curtailment situations. This action group was trained to assess a specific local situation, review the potential for remedial action and alternate energy sources, and to assist in the

implementation of remedial action plans. This handbook was developed for use by this team in the field and has been updated for the 1976-77 season. The first four sections provide building blocks essential to the understanding of the problems encountered in the development of a strategy. They are: (1) Technical and Physical Data; (2) Governmental Organizations and Procedures; (3) Governmental and Industrial Organizations; and (4) The Gas Industry, Alternate Resources, and Industrial Resources. The last section provides a framework for assembling data and assessing and managing a curtailment. A glossary is also included. (RH)

ED 135 638

SE 022 022

Wanchoo, V. N., Ed. Raina, T. N., Ed.

Research in Science & Mathematics Education.

Regional Coll. of Education, Ajmer (India).

Pub Date Mar 76

Note—129p.; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Curriculum, *Educational Research, Elementary Education, Evaluation, Foreign Countries, Higher Education, *Instruction, *Mathematics Education, Research Reviews (Publications), *Science Education, Secondary Education, Teacher Education

Identifiers—*India

This publication examines science and mathematics educational research in India and the question of whether science and mathematics education in that country has been an instrument of social change. Seven areas of research are included: (1) science education; (2) mathematics education; (3) science curriculum; (4) methods of teaching science; (5) instructional materials; (6) evaluation; and (7) science teacher education. Appendices include lists of both science and mathematics education studies at the doctoral and master's level from 1939 to the present. (MH)

ED 135 639

SE 022 023

Horn, Jerry G. Marsh, Marilyn A.

Elementary Science Curriculum Implementation:

As It Was and As It Should Be.

South Dakota Univ., Vermillion.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [76]

Grant—NSF-GW-7917

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Strategies, Curriculum, *Educational Research, Elementary Education, *Elementary School Science, *Inservice Teacher Education, *National Surveys, Program Evaluation, Program Improvement, *Science Curriculum, Science Education

Identifiers—National Science Foundation, Research Reports

School districts were identified that were involved in implementation of recent National Science Foundation (NSF) elementary school science curricula and in corresponding in-service work. Questionnaires sent to 6 school districts, selected somewhat randomly from across the 50 states and the District of Columbia, compiled information regarding practices employed in the implementation of the NSF curriculum and their recommendations for more successful implementation. Responses revealed that schools using NSF materials were moderate or larger in size, having some departmentalization in science, teaching science in a class-size group, having some instruction assistance (e.g., aids), having become aware of curriculum in use through NSF awareness conferences or college/university consultants, and having selected the curriculum through a local curriculum committee or by a science consultant/supervisor. Recommendations for successful implementation of NSF curricula are listed, including conditions for teacher training, evaluation, equipment and materials, facilities, and pilot programs. The two highest rated recommendations were: (1) teachers should receive training in the teaching strategies of the curriculum; and (2) teachers' understanding of learning theories and intellectual development should be coupled with the implementation efforts. (CS)

ED 135 640

SE 022 024

Heitowit, Ezra D., Comp. And Others

Science, Technology, and Society: A Guide to the Field. Directory of Teaching, Research, and Resources in the U.S.

Cornell Univ., Ithaca, N.Y. Program on Science, Technology, and Society.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—STS-77-001

Pub Date Dec 76

Grant—NSF-GY-8325

Note—803p.; Contains numerous small print

EDRS Price MF-\$1.50 HC-\$43.53 Plus Postage.

Descriptors—Bibliographies, Curriculum,

*Directories, *Higher Education, *Institutions,

*Research, Resources, Science Education,

*Sciences, *Technology

Identifiers—*Science Technology and Society

The information in this volume is derived chiefly from a 1975 national survey of academic activities in the interdisciplinary area of science, technology, and society (STS), a general term meant to encompass such topical designations as science and technology policy, ethics and values in science and technology, science and humanities, technology assessment and forecasting, technology and human affairs, etc. Teaching and research activities are listed for nearly 400 U.S. colleges and universities, including descriptions of over 2300 courses and over 100 formal programs, institutes, centers, etc. STS-related activities are listed for selected professional organizations, research corporations, government agencies, public interest groups, and foundations. Separate listings of teaching materials, bibliographic resources, and periodicals are also included. (Author)

ED 135 641

SE 022 026

Hunt, John D. Peltz, Stephen

Zooroom City: An "Action" Centered Museum in the Classroom.

Pub Date 76

Note—20p.; A 1976 Science Teaching Achievement Recognition (STAR) Award winning paper

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Animal Facilities, Biology, Elementary School Science, *Elementary Secondary Education, Facilities, *Instruction, *Museums, *Science Facilities, Secondary School Science

The University of Northern Colorado allowed the Department of Science Education to convert a room into a classroom museum called the Zooroom City. The classroom contains 85 stuffed or injected animals and 30 live animals. The room is used eight hours a day, six hours for college methods classes and two hours for elementary students. Questionnaire data from a survey of about 500 teachers regarding the use of the Zooroom City, descriptions of the exhibits, and student comments and questions regarding the exhibits are included. (RH)

ED 135 642

SE 022 095

Allen, Harold Don

Facts of Life and Living for a Metric Tomorrow

Today. Paper presented at the International Conference on Metric Education (4th, New Orleans, Louisiana, January 22, 1977).

Pub Date Jan 77

Note—17p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Elementary Secondary Education, *Instruction, *Mathematics Education, *Measurement, *Metric System

The difference between weight and mass, the desirability of "metric only" instruction, and the importance of decimals are among the topics discussed in this paper presented at a metric education conference. Comments on the potential of SI metric as a universal language and on efficient methods of converting to the metric system also are included. (DT)

ED 135 643

SE 022 098

Harney, Andy L., Ed.

Trends in Environmental Education,

April/May/June 1975.

National Park Service (Dept. of Interior),

Washington, D.C.

Pub Date Jun 75

Note—50p.

Available from—TRENDS, Div. of Federal, State and Private Liaison, National Park Service, Washington, D.C. 20240 (\$10.00 subscription)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Elementary Secondary Education, *Environment, *Environmental Education,

Government Role, *Program Descriptions, Program Planning
Identifiers—*National Park Service

This publication includes a variety of articles related to environmental education. Included are descriptions of environmental programs of the National Park Service in many different settings. Articles regarding the philosophy of the programs are also included. (RH)

ED 135 644

SE 022 103

Schlenker, Richard M.

An Introduction to Marine Education, A Course for Preservice Science Teachers.

Pub Date 77

Note—22p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Science, *Course Descriptions, *Higher Education, *Marine Biology, *Oceanology, Performance Based Teacher Education, *Preservice Education, *Science Education, Scientific Literacy, *Teacher Education

Rationale, Goals and objectives, grading procedures, methods of instruction and evaluation, and procedures for accomplishing objectives are included in this syllabus for a college course in marine education. The course is designed to provide preservice teachers with introductions to general teaching and marine methodologies; and to meet the needs of four different kinds of students: future marine science teachers, future science teachers with an interest in marine sciences, students wishing a brief introduction into marine education, and students wishing to do varying amounts of work in marine education teaching methods. Flexibility is allowed for the kind of student by completion of certain required objectives and by contract grading. The list of goals and objectives relates to all four types of students and includes designing a one-month unit of pre-college marine science study, accumulating enrichment materials and developing audiovisual and laboratory materials; objectives specific to science teaching are also included. Procedures for accomplishing objectives, listed in the final section of the syllabus, detail methods for smooth accomplishment of objectives. (CS)

ED 135 645

SE 022 107

Pascale, Pietro J. Pascale, Jeannie S.
A New Methodology for Research in the Schools and Universities - Nonparametric Analysis of Trend.

Pub Date 76

Note—29p.; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Higher Education, Research Design, *Research Methodology, *Statistical Analysis, Statistics, *Trend Analysis
Identifiers—Research Reports

Trend analysis is explained in nontechnical language with examples given for both parametric and nonparametric situations. Similarities and differences between parametric and nonparametric trend analyses are conveniently charted. Practical research applications for Directors of Testing and Directors of Institutional Research are stressed. A linear nonparametric trend which serves as a prototype is calculated in a step-by-step manner. The linear and quadratic tests for trend for the three- and four-level case are programmed in both FORTRAN IV and BASIC. This paper concludes with the explanation of interpreting computer printout. (Author)

ED 135 646

SE 022 128

Gabel, Dorothy L. Rubba, Peter A.

Attitude Changes of Elementary Teachers Trained and Selected as Model Science Teachers.

Pub Date Mar 77

Note—13p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); Contains occasional broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, Curriculum, *Educational Research, Elementary Education, *Elementary School Science, *Elementary School Teachers, *Science Course Improvement Project, Science Education, Scientific Attitudes, Teacher Attitudes, Teacher Workshops
Identifiers—Research Reports

The purpose of this study was to determine if elementary teachers' attitudes toward science and science education would become more positive if:

(1) they participated in a four-week workshop on new science curricula; (2) the training they received was directed toward Elementary Science Study (ESS), Science Curriculum Improvement Study (SCIS), or Science - A Process Approach (SAPA); and (3) they served as model science teachers for preservice teachers who observed and taught in their classrooms. Thirty-six teachers who attended a four-week workshop on the new science curricula participated in the study. Twenty teachers were selected as model teachers on the basis of proximity of their schools to the university. Pre-service teachers were placed in 11 teachers' classrooms. Statistical analyses showed: (1) a significant positive change in attitude toward teaching science but not toward science as a result of the workshop; (2) no significant differences for the type of training received nor for the type of model teacher the workshop participant would become; and (3) for the pre-service teachers, no significant changes in attitude toward science or science teaching after observing the model teachers. (Author/MH)

ED 135 647

SE 022 129

Roth, Robert E.

A Review of Research Related to Environmental Education, 1973-1976.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—61p.; For earlier edition, see ED 068 359; Not available in hard copy due to marginal legibility of original document

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$1.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, Concept Formation, Curriculum, *Elementary Secondary Education, *Environmental Education, Facilities, *Higher Education, Instruction, *Research Reviews (Publications), Teacher Education

Included in this publication are reviews of research related to: (1) concepts and programs, (2) curriculum and programs, (3) simulations, gaming and modeling, (4) attitudes, (5) evaluation, (6) teacher attitudes, (7) teacher education, (8) camp programs, (9) administration, (10) facilities and sites, (11) environmental communications, and (12) recommendations. Past and current research is identified, summarized, and analyzed. In addition, areas in need of research and possible research designs are discussed. (RH)

ED 135 648

SE 022 131

Cripe, Julie, Ed. Wright, Joe, Ed.

Project SAVE, Student Action for Valuing the Environment.

Indiana State Dept. of Public Instruction, Indianapolis.

Spons Agency—Environmental Quality Control, Inc., Indianapolis, Ind.

Pub Date 77

Note—33p.; Occasional photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ecology, *Elementary Secondary Education, *Environment, *Environmental Education, Interdisciplinary Approach, Pollution, *Problem Solving, *Program Descriptions, Student Projects

Identifiers—*Indiana, *Project SAVE

Project SAVE (Student Action for Valuing the Environment) encourages a team approach to solving environmental problems. SAVE suggests that students initiate, create, and implement practical approaches to solving community environmental problems. Included in this publication are descriptions of 13 exemplary programs that include elementary schools, middle schools, a junior high school, and high schools. Also included are a list of suggestions for community projects and resources available to assist in problem solving. (RH)

ED 135 649

SE 022 132

Whole Earth Design.

Indiana State Board of Health, Indianapolis; Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 76

Note—140p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Biology, Ecology, *Elementary Secondary Education, *Environment, *Environmental Education, *Instructional Materials, Land Use, Natural Resources, Problem Solving, *Teaching Guides, Urban Areas

The purpose of this interdisciplinary instructional design is three-fold. At its basic level it serves as an activity-based program guide for developing in students and instructors, grades 4-12, the ability to observe, assimilate and interpret the world around them. On another level it provides the "hands-on" experiences that open the bounds of the usual four-walled classroom and allows the student and instructor to develop a learning motif that is limited only by their imaginations. Finally, at its most creative level, the design is structured to acquaint student and instructor with the principles of values and decision-making. Through a multi-disciplined approach, the design attempts to engage student and instructor in the complex problems of priorities and personal world. Confidence and curiosity should be magnified through this exercise, exciting student and instructor to step beyond the limits of their present knowledge. Each investigation contains suggestions for setting the stage, a series of tasks to be done individually or in small groups, task card samples to be used with these activities, summary activities and questions, supplementary charts and tables where appropriate, and in some instances, additional information about the type of teaching activity to be used. Collecting data from primary sources and group problem solving are used throughout the material. (RH)

ED 135 650

SE 022 135

Wert, Jonathan M. Magnoli, Michael A.
Finding Solutions to Environmental Problems: A Process Guide.

Mobile County Public Schools, Ala.

Pub Date 76

Note—31p.; Not available in hard copy due to light and broken type throughout original document; This guide was developed in the Environmental Education Section, Mobile County Public Schools

Available from—Dr. Michael A. Magnoli, Coordinator, Environmental Education, Mobile County Public Schools, P.O. Box 1327, Mobile, Alabama 36601 (free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Citizen Participation, *Environment, *Environmental Education, *Higher Education, *Manuals, *Problem Solving, Reference Materials, Secondary Education

This guide is an attempt to provide a workable methodology for helping college students and citizen groups to identify the most pressing environmental problems in their communities and to find solutions to them. With some modification, it can also be used by high school students who are interested in independent or team studies. The monograph contains sections on: (1) problem-focused environmental education; (2) suggestions regarding problem solving; (3) suggestions for collecting and analyzing data or information; and (4) three projects for implementation. (RH)

ED 135 651

SE 022 138

Rowe, Ronald

The Philosophic Consistency of Science Teachers' Opinions About the Structure of Scientific Laws and Theories.

Pub Date Mar 77

Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Research, *Fundamental Concepts, Opinions, *Philosophy, Science Education, *Science Teachers, *Scientific Concepts, Secondary School Teachers, *Surveys
Identifiers—Research Reports

Investigated was how science teachers conceptualize the nature of science. An understanding of the nature of scientific laws and theories was used as an indicator of the broad "nature of

science" concept. Fifty junior high and middle school science teachers in Wisconsin were randomly chosen to respond to a Likert-type opinionnaire developed by the author. The opinionnaire contained 56 statements about laws and theories, representing published viewpoints and logical alternatives of five scientific philosophers (Carnap, Hempel, Popper, Kemeny, and Lachman). Statements were grouped for analysis. Data analysis indicated that the teachers held divergent opinions concerning the structure of laws and theories, and that they were philosophically inconsistent in their responses (with statements identified with Lachman receiving the greatest degree of endorsement and those identified with Popper the least). (CS)

ED 135 652 SE 022 139
Johnston, Jerome

The Environmental Learnings Scorecard: A Behavioral Objectives Approach to Defining and Evaluating the Environmental Education Program for the Youth Conservation Corps.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency—Forest Service (DOA), Washington, D.C.

Pub Date Oct 75
Note—68p.; For related documents, see SE 022 140-141; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Camping, *Environment, *Environmental Education, *Evaluation, *Objectives, *Program Evaluation, *Youth
Identifiers—*Environmental Awareness, *Youth Conservation Corps

A review of the Environmental Education (EE) program for the first four years of Youth Conservation Corps (YCC) identified a number of things: (1) despite national guidelines, EE programs varied greatly from camp to camp in both quantity and quality; (2) many camps needed some assistance to help them translate their somewhat vague EE goals into a clearly specified educational program for enrollees; (3) the national Environmental Awareness Test was not adequate to the tasks of providing summary data on the program and diagnostic feedback to individual camps. A solution to these problems was proposed in the summer of 1975 and tested in four camps. The solution involves each camp defining its EE program as a collection of behavioral objectives—statements which describe specific outcomes which the camp staff think can be achieved by the enrollees. The behavioral objectives for each camp are unique, yet they follow the broad guidelines for EE programs supplied by Washington. A camp's objectives are entered into a scorecard which is used during the season to track individual enrollee progress. The information from all enrollees is summarized by the camp staff at the end of the summer and used to modify the program for the coming season. Included in the publication are samples of scorecards, suggestions for effective use, and samples of data from camps where they were used. (Author/RH)

ED 135 653 SE 022 140
Morris, William C. And Others

Minorities in the Youth Conservation Corps: A Study of Cultural Groups in the 1974 YCC Program.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Pub Date Jan 75

Note—176p.; For related documents, see SE 022 139-141; Contains occasional light, broken and small type in Appendices

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*American Indians, *Attitudes, *Camping, *Environment, *Environmental Education, *Evaluation, *Minority Groups, *Program Evaluation, *Secondary Education, *Youth
Identifiers—*Youth Conservation Corps

During the summer of 1974, trained observers from the University of Michigan visited a sample of camps in the Youth Conservation Corps (YCC) national program to collect data on the factors which influence Black, Chicano, and Native Americans' participation and satisfaction with the YCC program. Observers spent approximately one week in each camp, interviewing all minority enrollees, a sample of White enrollees, and most staff persons. Interviews and observations followed structured protocols. This report

summarizes the observations and recommendations of these observers. In addition, it includes two background papers on the perspectives and needs of Blacks and Native Americans as they apply to the YCC program. Instrumentation appears in the appendices. In general, it was found that minorities in the YCC program have a very positive experience. Recommendations are for the purpose of further strengthening the program to insure proper conditions will exist to meet minority needs. Recommendations fall in the area of recruitment of both enrollees and staff, optimum camp size and minimum numbers of minorities, camp program (work projects, work safety, environmental education, recreation, food, staff meetings), and staff training. (Author)

ED 135 654 SE 022 141
Johnston, Jerome And Others

An Evaluation of the 1973 Youth Conservation Corps.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency—Forest Service (DOA), Washington, D.C.

Pub Date 74
Note—167p.; For related documents, see SE 022 139-140; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement, Attitudes, Camping, *Environment, *Environmental Education, *Evaluation, Objectives, *Program Evaluation, *Secondary Education, *Youth
Identifiers—*Youth Conservation Corps

This report is an independent evaluation of the YCC program using data collected by the Institute for Social Research from some 3,000 enrollees in 100 YCC camps in the United States. Data include a pre- and post-test of environmental knowledge and end-of-camp enrollee ratings of camp and staff quality and of their own self-growth in several learning areas. Additional data come from researcher visits to 17 camps and from questionnaires filled out by all of the camp directors. An evaluation is made (1) of the program's representativeness (race and sex), (2) of self-learning (knowledge of ecology, skill in using tools, interpersonal relations), (3) of work accomplished, and (4) of enrollee's satisfaction with their experiences. Data are analyzed separately by sex, ethnic identification, and certain camp characteristics. Overall, the program was given a very favorable review from the researchers' perspective. Recommendations are included in the areas of staff training, educational programming, transfer of learning to the home environment, testing, and minority involvement. Instruments used in the evaluation appear in appendices. (Author)

ED 135 655 SE 022 146
Horn, Jerry G.

The Efficacy of Part-Time Consultants to Support Curriculum Dissemination.

Pub Date Mar 77
Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, Elementary Education, *Elementary School Science, *Evaluation, *Inservice Education, *Science Consultants

Identifiers—Elementary Science Study, Science A Process Approach II, Science Curriculum Improvement Study

In the sparsely populated 100,000 square miles of South Dakota and adjacent areas in Iowa, Nebraska, and Minnesota, a program (Project TAPE: Tactics for Applying Programs in Education) for disseminating information about elementary science curricula was funded by the National Science Foundation. Six part-time regional consultants were selected to be field representatives of the project. Regional consultants responded to requests for consultation from school districts and other responsible groups and individuals. The efficacy of using part-time regional consultants was measured in two dimensions, cost effectiveness and reception and perceived effectiveness by users. The cost for using part-time consultants that are strategically located was found to be one-half that of centrally located personnel. Data collected by questionnaire sent to persons

requesting services revealed that only 7.2% of the respondents expressed a negative opinion about the assistance provided by the consultants. (CS)

ED 135 656 SE 022 148
Investigating Your Environment: Teaching

Materials for Environmental Education.
Forest Service (DOA), Washington, D.C.
Pub Date Sep 76

Note—109p.; For related document, see ED 103 209; Not available in hard copy due to marginal legibility of original document

Available from—U.S.D.A. Forest Service, P.O. Box 2417, Room 3233, Washington, D.C. 20013 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Involvement, Conservation Education, *Environmental Education, Higher Education, *Instructional Materials, *Natural Resources, *Sciences, *Secondary Education, Social Sciences, *Teaching Guides
Included in this set of environmental education materials for secondary school students are six lesson plans. Each lesson plan has six components: (1) suggestions for setting the stage; (2) individual or group activities; (3) task cards; (4) charts and tables to be used for data interpretation; (5) suggested questions, discussions, and summaries; and (6) a statement of anticipated behavioral outcomes. Lesson plans include the following topics: (1) soil investigation; (2) some water investigations; (3) some forest investigations; (4) investigating some animals and their environment; (5) a land use simulation; and (6) investigating a man-built community. (RH)

ED 135 657 SE 022 151
Graduate Science and Engineering Enrollment Up

Only 1 Percent in 1976. Science Resources Studies Highlights, February 4, 1977.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.

Report No.—NSF-77-302
Pub Date 4 Feb 77

Note—4p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, Engineering, *Enrollment Trends, *Graduate Study, *Higher Education, Mathematics, *Sciences, Social Sciences, *Surveys

Identifiers—National Science Foundation, Research Reports

Estimates of graduate science and engineering enrollment are presented based on the results of the third annual National Science Foundation (NSF) Quick Response Survey. This national survey was conducted early in the 1976-77 academic year and was based on a sample of 1,292 graduate departments in 295 Ph.D. granting institutions, including 78 medical schools. Graduate departments in doctorate-granting institutions reported an estimated 1% enrollment rise over 1975. This slight change is in sharp contrast to the 9% increase in 1975 and the 6% increase in 1974. The slight increase in 1976 was probably due to part-time student enrollment increase; full-time student enrollment is estimated to have decreased. (Author/RH)

ED 135 658 SE 022 153
How to Plan an Environmental Conference, A

Technique for Developing Citizen Leadership.
League of Women Voters of the U.S., Washington, D.C.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Pub Date [72]
Grant—ITTI-WP-46-01

Note—52p.; Contains occasional small print and colored pages

Available from—League of Women Voters Education Fund, 1730 M Street, Northwest, Washington, D.C. 20036 (Publication Number 695; Limited quantity free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Community Involvement, *Conferences, *Environment, *Land Use, Leadership Training, Natural Resources, *Program Planning, *Water Resources

This is a manual on planning land and water use seminars for citizen leaders. It draws on experience of 17 such seminars. This publication updates information on governmental and institu-

tional tools useful to citizens seeking solutions to their water resource problems. Organizational techniques outlined are adaptable to small local conferences, multicounty or statewide projects, or conferences of national scope. Sections include: (1) Initiating the Project; (2) The Planning Committee; (3) Subcommittees and Their Duties; (4) At the Seminar; and (5) Following Up. (RH)

ED 135 659 SE 022 154

Butler, Edwin B.

Eighth Grade Marine Science; Resource Units.
Pub Date 20 Dec 76

Note—45p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Opportunities, Field Trips, *Instructional Materials, *Marine Biology, *Oceanology, *Science Activities, Science Experiments, *Secondary Education, Secondary School Science, *Units of Study (Subject Fields)

A resource unit on the marine sciences is described. Designed for eighth-grade students with some basic science background, the unit can be taught in a minimum of four weeks. Content includes emphasis on the biological, chemical, and physical sciences. Each lesson contains objectives, goals, materials, and follow-up activities (often an evaluation), and a bibliography. Included are the following topics: use of the microscope, chemical and physical characteristics of sea water, effects of salinity on fresh-water plants, tides, weather, waves and wave motion, and career opportunities in marine science. (CS)

ED 135 660 SE 022 157

Campbell, Richard L.

The Effects of Instruction in Science Process Skills on Reading Comprehension of Pre- and In-Service Elementary Teachers.

Pub Date Mar 77

Note—10p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, Educational Research, Inservice Teacher Education, *Instruction, Preservice Education, *Process Education, *Reading Comprehension, Scientific Methodology, *Teacher Education

This study examined the effect of instruction in science process skills on teachers' achievement in reading, testing the hypothesis that teachers' reading comprehension can be improved significantly through the use of science process skills. Pre- and in-service teachers enrolled in competency based science methods courses formed the two groups for the study. Both groups were instructed in process skills using self-instructional programs, one on basic process skills and the other on integrated process skills. Pre- and post-testing of reading comprehension using the Nelson Denny Reading Test, Form A, revealed there were significant changes on the post-test scores for both groups after studying science process skills. (CS)

ED 135 661 SE 022 158

Fowler, Chris A. Wright, Emmett

The Effect of Intensive Instruction in Hypothesis Generation Upon Hypothesis Forming and Questioning Behaviors of Ninth Grade Students.

Pub Date Mar 77

Note—22p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); For related document, see ED 128 225

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Educational Research, Grade 9, *Instruction, *Problem Solving, Science Education, *Scientific Methodology, *Secondary Education, *Secondary School Science

The effects of instruction on the ability of children to generate written hypotheses and ask questions about variables pertaining to scientific discrepant events were investigated. Two hundred five ninth graders were assigned to a control group or one of four experimental instruction groups. The experimental instruction was received by watching a discrepant event until 6 acceptable hypotheses were written. The instruc-

tor then evaluated each of the 6 hypotheses by one of four predetermined standards which varied in reinforcement (either differentiated positive or no reinforcement) and criteria group (either mention or no mention of the criteria for good hypothesis formation). Following the instruction, all groups were shown two discrepant events and were requested to write hypotheses for one and questions for the other. Five days later another event was observed by each group; students then asked questions of the investigator which were answered yes or no. Conclusions regarding which method of instruction produced the best results when compared to no instruction involved predominantly the approaches of reinforcement alone and reinforcement plus criteria. Reinforcement was essential for greater quantity of written hypotheses; for quality, reinforcement plus knowledge of the criteria was superior to no instruction. Differences in short- and long-term applications were mentioned. (CS)

ED 135 662 SE 022 162

Spooner, William E.

Kindergarten Science Project.

Pub Date Nov 75

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, Elementary Education, *Elementary School Science, *Inservice Education, *Kindergarten, Teacher Education

Identifiers—*Science Curriculum Improvement Study

Described is a workshop program for inservice education for North Carolina teachers implementing "Beginnings," the kindergarten component on the Science Curriculum Improvement Study (SCIS). Teachers generally liked the workshop, liked the curriculum materials, and felt the program fit their pupils. A substantial number of teachers felt the Kits were not needed. (RH)

ED 135 663 SE 022 163

Spooner, William E.

The Science Curriculum Improvement Study: (SCIS) Works in N.C.

Pub Date Nov 73

Note—13p.; Paper presented at the annual meeting of the National Science Teachers Association Southeastern Area Convention (Norfolk, Virginia, November 8-10, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, *Elementary Education, *Elementary School Science, *Inservice Education, *Teacher Education

Identifiers—*Science Curriculum Improvement Study

Reported is a summary of inservice programs held in North Carolina for implementing the Science Curriculum Improvement Study (SCIS). The workshops were five days in length and dealt with the philosophy of the program, instructional methodology, lesson content, use of materials and organisms, and use of the program for environmental education and for correlating instruction in various subject areas. Comments from teacher evaluations are included. Over 130 schools and 600 teachers were involved. (RH)

ED 135 664 SE 022 179

Fazio, Frank Dunlop, David L.

The Development and Use of an Energy Environment Assessment Instrument.

Pub Date Mar 77

Note—16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, Educational Research, *Energy, *Environment, *Environmental Education, *Higher Education, *Instruction

Identifiers—Research Reports

The purpose of this investigation was to assess the general background knowledge of the college non-science major with respect to energy-environmental facts and concepts. It was hypothesized that in general, college students have a rather poor background in and lack an understanding of the current energy crises and the related environmental impacts of energy use. Since the hypothesis was later found to be true (accepted), the second purpose of this study was

to develop a two-week six-lecture presentation on "Energy and the Environment" as part of a course in physical science for non-science majors. A pretest and posttest design was used and the treatment group showed significant gain scores (0.01 level). (RH)

ED 135 665

SE 022 183

Marlett, Robert, Ed.

Current Issues in Environmental Education - II: Selected Papers From the Fifth Annual Conference of the National Association for Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—202p.; For related document, see SE 022 184

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$4.25)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Conference Reports, *Elementary Secondary Education, Environment, *Environmental Education, *Higher Education, Instruction, Instructional Materials, *Program Descriptions, Teacher Education

This is the third (1976) compilation of papers presented at the annual meeting of the National Association for Environmental Education. The 23 selected papers are organized into four categories: Keynote Speeches; Environmental Education: Programs, Methods, and Materials; General Topic: Environmental Education; and Energy Conservation. The reports provide current information on the status of environmental education, suggestions for the future, and suggestions for instructional activities. (RH)

ED 135 666 SE 022 184

Additional Selected Papers from the Annual Conference of the National Association for Environmental Education (5th, Atlanta, Georgia, April 1976).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—74p.; For related document, see SE 022 183; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Involvement, *Conference Reports, *Curriculum, Environment, *Environmental Education, *Higher Education, Instruction, *Secondary Education, Values, World Problems

Included are 11 papers presented at the 1976 annual meeting of the National Association for Environmental Education. Papers include classroom activities, teaching value clarification, community education programs, curriculum considerations, and quality of life discussions. (RH)

ED 135 667 SE 022 185

Steinwachs, Barbara

A Selected List of Urban, Environmental and Social Problem Gaming/Simulations.

Michigan Univ., Ann Arbor. Extension Service.

Pub Date Jan 77

Note—27p.; Update to ED 101 955; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, *Elementary Secondary Education, *Environmental Education, *Games, Sciences, *Simulation, Social Problems, Social Studies, *Urban Environment

This guide contains a selected list of urban, environmental, and social problem gaming/simulations. The games included in the list are suitable for a variety of age groups and educational purposes. Each listed game/simulation is accompanied by an identifying statement, the developers of the game, number of players, game time, and source of the game. The appendices include bibliographies, organizations, catalogs, newsletters, and books. (RH)

ED 135 668 SE 022 186
Directory of Transportation Education.

Department of Transportation, Washington, D.C.
 Pub Date Sep 76
 Note—209p.

Available from—Aviation Education Office, Office of General Aviation, Federal Aviation Administration, Washington, D.C. 20591 (free).

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.
 Descriptors—*College Curriculum, Courses, Curriculum, *Directories, Education, Environmental Education, *Higher Education, *Transportation

This directory lists institutions of higher education that offer degree and non-degree programs in various transportation fields and modes, including aviation, highway, urban mass transportation, railroad, water transport, pipeline, intermodal, and environmental and consumer education. The book catalogs courses and degrees offered, names of department chairmen, addresses, and phone numbers. It is divided into two sections, one identifying courses offered as part of degree programs and the second covering seminars, workshops, and institutes. (DT)

ED 135 669 SE 022 248
 Disinger, John F., Comp.

A Directory of Projects and Programs in Environmental Education. Fourth Edition.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76
 Note—340p.; For earlier editions, see ED 071 881, ED 086 558 and ED 114 259; Not available in hard copy due to marginal legibility of original document

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$6.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Directories, Educational Programs, *Elementary Secondary Education, *Environmental Education, *Higher Education, *Instructional Materials, *Program Descriptions, Reference Materials

This is the fourth edition of the ERIC/SMEAC DIRECTORY OF PROJECTS AND PROGRAMS IN ENVIRONMENTAL EDUCATION. This edition contains summaries of 207 efforts, 121 of which were not reported in earlier editions. The remaining 86 are more recent reports of environmental education projects and programs previously described in the second and/or third editions. Included are summaries of efforts spanning a broad spectrum: K-12 formal education, post-secondary formal education, governmental agencies, and private organizations. Entries are listed by state. Each entry usually includes information relating to current program efforts, a person to contact regarding the program, materials available, and future plans. (RH)

ED 135 670 SE 022 249
 Higgins, Jon L., Ed.

Research Sections, Annual Meeting of the National Council of Teachers of Mathematics (55th, Cincinnati, Ohio, April 20-23, 1977). Mathematics Education Reports.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus.

Center for Science and Mathematics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76
 Note—135p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$3.50)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation, Geometry, *Instruction, *Learning, Logic, *Mathematical Concepts, *Mathematical Models, *Mathematics Education, Number Concepts, Problem Solving, Reading Difficulty, *Research, Teacher Education, Teaching Methods

Identifiers—*National Council of Teachers of Mathematics

Abstracts of 36 research reports are provided. The reports were prepared by investigators for presentation at the 55th annual meeting of the National Council of Teachers of Mathematics. A broad range of topics related to mathematics education is covered. Nine reports deal with problem solving, eight are concerned with instructional methods, five with space and geometry, and four with numbers and operations. Two reports concern reading and writing skills in mathematics, two deal with testing and measurement procedures, and two concern program evaluation. Other papers deal with logic, effective teachers, learning aids for the blind, and models of mathematics learning. (DT)

SO

ED 135 671 SO 009 434
 Neumann, Manfred J. M.

A Study in West German Stabilization Policy, 1956-1974. German Studies Notes. First Draft.
 Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76
 Note—53p.; Paper presented at a Symposium on German Economic Growth and Stability (Indiana University, Bloomington, February 16-17, 1976)

Available from—Institute of German Studies, Ballantine Hall 655, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Credit (Finance), Economic Change, *Economic Climate, Economic Development, Economic Factors, *Economic Research, *Economics, Finance Reform, *Foreign Countries, Futures (of Society), Government Role, Graphs, Money Management, *Money Systems, *Public Policy, Statistical Analysis, Tables (Data)

Identifiers—*West Germany

The dominant driving force of past movements in West German output and prices is investigated and a review of government policy undertaken to stabilize these movements is presented. Three alternative impulse hypotheses are tested: the monetary, the fiscal, and the foreign impulse hypothesis. The major results of the tests are that: (1) monetary impulses dominate fiscal impulses in shaping cyclical fluctuations of domestic output as well as of the price level; (2) while the evidence corroborates the hypothesis that fiscal impulses contribute to the emergence of inflation, it does not support the contention that fiscal impulses have any significant net effects on the growth of output in the shorter run; and (3) real foreign impulses play a significant role with respect to both movements of the domestic price level as well as changes in output. The author concludes that the traditional tying of government spending and tax policies to the shorter run considerations of stabilization policy lacks justification. Chapters provide some basic information on the performance of the economy during the past two decades, describe the testing of the three impulse hypotheses, and discuss the controllability of the money supply. The last chapter presents a summary and conclusions. Charts, statistical tables, graphs and footnotes are presented. The document concludes with comments on the paper by James M. Boughton of Indiana University. (Author/DB)

ED 135 672 SO 009 435
 Kindleberger, Charles P.

Germany's Persistent Balance-of-Payments Disequilibrium Revisited. German Studies Notes.
 Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76
 Note—58p.; Paper presented at a Symposium on German Economic Growth and Stability (Indiana University, Bloomington, February 16-17, 1976)

Available from—Institute of German Studies, Ballantine Hall 655, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Balance of Payments, Economic Change, *Economic Climate, Economic Development, Economic Factors, *Economic Research, *Economics, Finance Reform, *Foreign Countries, Futures (of Society), Government Role, Graphs, Money Management, *Money Systems, *Public Policy, Statistical Analysis, Tables (Data)

Identifiers—*West Germany

Descriptors—Banking, Banking Vocabulary, Comparative Analysis, Economic Change, *Economic Climate, Economic Factors, *Economics, Economic Status, *Exports, *Financial Policy, *Financial Problems, *Foreign Countries, International Trade Vocabulary, Problem Solving, Socioeconomic Influences

Identifiers—*Germany, United States

This essay compares Germany's persistent financial disequilibrium with the balance of payments situation in the United States. Delivered at a Symposium on German Economic Growth and Stability, the author concentrates on Germany's balance of payments surplus and presents U.S. figures mainly as a point of comparison. The material on Germany has been subdivided into four topics: (1) "structural aspects," which is said to include strong post war capital goods demands, high export rates and industry efficiency, all of which are associated with a high propensity for average and marginal savings; (2) "absorption," which is defined as the difference between output and spending; (3) "the level of domestic investment," which the author maintains is lower in Germany than in foreign markets due to a sluggish German response to interest rate changes; and (4) "policy," which the author points out is consistently set in the direction of resisting inflation, regardless of other variables. The conclusion is that well-functioning capital markets and international coordination are necessary to counteract the absorption which presently dominates the current-account balance. Comments on the paper by William P. Travis of Indiana University are presented as are tables, charts, and excerpts from economic literature. (Author/DB)

ED 135 673 SO 009 436
 McLure, Charles E., Jr.

U.S. Taxation of Business: Relevance of the European Experience. German Studies Notes.
 Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76
 Note—50p.; Paper presented at a Symposium on German Economic Growth and Stability (Indiana University, Bloomington, February 16-17, 1976)

Available from—Institute of German Studies, Ballantine Hall 655, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Business, Capital, Comparative Analysis, Comparative Statistics, Costs, Economics, *Finance Reform, *Financial Policy, Financial Problems, *Government Role, Private Financial Support, Public Policy, Tables (Data), Tax Allocation, Taxes, *Tax Rates, Tax Support

American and European business taxation policies are compared in this booklet. Topics discussed in the paper include effects of the corporation income tax, integration of income taxation, and the value added tax. Two major differences between the American and European systems are noted. First, European countries derive substantial portions of their tax revenues from the tax on value added (TVA), a form of general sales tax, whereas the federal government of the United States levies no general sales tax. The second important difference is that most common market members allow relief from the double taxation of dividends, whereas the United States business tax system allows no such exemption. The author concludes that the present American system of taxing corporation source income has serious defects from both allocating and distributional points of view and that there should be at least partial integration of the corporation income tax and the personal income tax. Footnotes and references are included. (Author/DB)

ED 135 674 95 SO 009 589
 Wiley, Karen B.

The NSF Science Education Controversy: Issues, Events, Decisions.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
 Note—79p.

Available from—Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order SSEC no. 191, \$3.25 paper cover)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Current Events, Curriculum Development, Decision Making, Elementary Secondary Education, *Federal Aid, Federal Government, Financial Support, Government Role, *Moral Issues, Moral Values, Nature Nurture Controversy, *Political Issues, Political Power, Politics, *Science Education, Social Sciences, Social Studies, Social Values, Values Identifiers—Controversial Issues, *Man A Course of Study, *National Science Foundation

Discussion of National Science Foundation (NSF) funding of precollege science education revolves around the controversy of whether NSF should fund "Man: A Course of Study" (MACOS). NSF had funded MACOS' curriculum development, implementation, and postevaluation during 1963-1975. The controversy began in March 1975 when U.S. Congressman John Conlan introduced a measure to the House Committee on Science and Technology to bar further funding of MACOS in support of Phoenix schools' moral opposition to MACOS. The controversy quickly expanded to four major political issues: (1) the proper allocation of economic activity between the public and private sectors; (2) the proper division of power between the federal and local governments; (3) the proper distribution of power, authority, and decision-making roles among scientists-bureaucrats and citizens-politicians; and (4) which values should dominate public activity, scientific or traditional. The related events during 1975 are presented, such as activity and reports of the House of Representatives, letters, and news media reports. Specifically looked at are Harvey Averch's NSF testimony to the House in February 1975, NSF's disposition of its 19 current projects, and the House debate on the 1977 budget. In response to the controversy, NSF decided to stop funding curriculum implementation projects, continue funding curriculum development at a reduced level, and begin various monitoring procedures. An extensive reading list on related topics is included. (ND)

ED 135 675 SO 009 612

Rosenfelt, Deborah Silverton, Ed.

Strong Women: An Annotated Bibliography of Literature for the High School Classroom.

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date 76

Note—55p.; For a related document, see SO 009 613

Available from—The Feminist Press, Box 334, Old Westbury, New York 11568 (\$1.95 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Anthologies, Autobiographies, Biographies, Culturally Disadvantaged, Drama, *Females, Feminism, Novels, Poetry, Political Affiliation, Politics, Secondary Education, Sexuality, Short Stories, *Supplementary Reading Materials, Teenagers, *Womens Studies, Working Women This annotated bibliography contains references to materials which emphasize the strengths and accomplishments of women. It is intended for high school teachers and students who want inexpensive supplementary readings by and about women. The referenced materials are about both well-known and unknown women who have struggled for physical or psychological survival, for self-definition, or for a social purpose. Most of the citations are of works published in the 1970s. The bibliography is divided into sections by document type: anthologies, autobiographies/biographies, drama, novels, short stories, and poetry. Materials in each section are listed alphabetically by author. The publisher, date, and a short annotation are provided for each entry. A cross-reference list to the materials is included for the topic areas of adolescence, female sexuality, women in the arts and professions, women and political commitment, Third World women, and working class women. (ND)

ED 135 676 SO 009 613

Alhum, Carol, Comp. Fralley, Jacqueline, Comp.

High School Feminist Studies.

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.

Pub Date 76

Note—184p.; For a related document, see SO 009 612

Available from—The Feminist Press, Box 334, Old Westbury, New York 11568 (\$5.00 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Course Descriptions, Curriculum Guides, Educational Innovation, Females, *Feminism, History, Language Arts, Literature, Secondary Education, Sex Discrimination, Social Studies, Textbook Bias, *Womens Studies This book describes courses on women's studies for the high school curriculum in literature and language and in history and social studies. Based on the women's social movement, women's studies is an alternative curriculum with goals to raise student consciousness about sexist curricula and society, compensate for the omission of women from curricula, develop research and knowledge needed to broaden curricula, and recover the history and culture of all women. Preceding the course descriptions is an article on textbook analysis which reviews evidence of female-oriented material in U.S. history and in English literature textbooks. The 23 syllabi and descriptions of curricula included in this volume are divided into three categories: history, literature, and interdisciplinary studies. The nine history courses illustrate new directions among scholars in women's history: the need to reperiodize history, the use of autobiographies, and the inclusion of class and race to describe women in history. Seven literature courses emphasize writing skills, independent and thoughtful investigation and analysis, and use of family histories and TV situations. Seven courses are described in the interdisciplinary section, all based on women's studies topics. Most of the course descriptions include purpose, goals, content, and further suggestions. All are identified by the teacher and school that developed the course. (ND)

ED 135 677 SO 009 614

Froschl, Merle, Ed. And Others

Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials.

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date 75

Note—45p.

Available from—The Feminist Press, Box 334, Old Westbury, New York 11568 (\$10.00 paper copy)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bias, *Course Descriptions, Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, Organizations (Groups), Publications, Resource Guides, *Sex Discrimination, Sex Stereotypes, Teaching Guides, Womens Education, *Womens Studies This packet of materials is designed for elementary and secondary teachers and administrators who are engaged in inservice education and interested in the movement to eliminate sexism in schools. Two major purposes of the packet are to help a school district start an inservice course on sexism in education and to show the potential of such a course for the development of a broader women's studies inservice program. The four major components of the packet are (1) a cassette containing information on new and significant research by and about women (not available from ERIC), (2) women's studies inservice course outlines, (3) samples of curriculum materials produced by teachers in inservice courses, and (4) an annotated listing of key resources. Titles of sample introductory courses are Sex Stereotyping: Sex Stereotyping in the Schools; Sexism in American Schools; The Hidden Curriculum: Discovering and Overcoming School Sexism; and Nonsexist Education: Strategies and Change. Titles for specialized courses in particular disciplines are Women and the Law; Women in U.S. History; and Women in Literature. Samples of elementary level curriculum materials are on Fairy Tales and on Sexist Myth Explosion for Young Children; sample secondary level materials are on The Growth of Labor Unions in America; Lowell, Massachusetts and on Physical Education. The selective list of resource organizations and groups and a list of Feminist Press publications conclude the document. (ND)

ED 135 678

SO 009 616

Berkowitz, Tamar, Ed. And Others

Who's Who and Where in Women's Studies.

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 74

Note—322p.

Available from—The Feminist Press, Box 334, Old Westbury, New York 11568 (\$7.50 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Programs, *Courses, Curriculum, Directories, Educational History, Educational Innovation, Females, Feminism, Guides, Higher Education, *Teachers, *Universities, Womens Education, *Womens Studies

This guide to people, courses, and institutions concerned with women's studies provides a view of the movement's size and scope and a record of the movement's history. Designed to provide an overview of the institutional development of courses, the pioneering instructors, and the sponsoring departments, the guide is intended for use by feminist scholars/teachers and historians. The guide lists courses at accredited undergraduate and graduate higher education institutions in the United States only. It includes 4,658 courses and 2,964 male and female feminist teachers at 885 universities and colleges. The guide is arranged in three sections. The first section lists institutions, arranged alphabetically, and their faculty members involved in women's studies with their respective courses and dates offered. The second section lists persons involved in women's studies with information about field, institutions, courses, and years the courses were offered. The third section is arranged by discipline or topic. Under each, related courses are listed alphabetically with their instructors. Each person, course, and institution is listed in all three sections and, thus, can be easily cross-referenced. The guide concludes with a list of 112 women's studies programs, arranged alphabetically by institution, and their instructors and degrees offered. (ND)

ED 135 679

SO 009 658

Brown, Richard H.

History Teaching/Learning and the Communication Revolution.

Pub Date Apr 73

Note—14p.; Paper presented at the Convention of the Organization of American Historians (Chicago, Illinois, April 12, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Strategies, Classroom Techniques, Cognitive Processes, *Communication (Thought Transfer), Communication Skills, *Educational Strategies, Educational Television, Educational Trends, Higher Education, *History Instruction, *Inquiry Training, *Learning, *Questioning Techniques, Receptive Language, Secondary Education, Student Research, Teaching Skills, Television

The author discusses the meaning of communication and how changes in methods of communication are creating new classroom tools and educational techniques. The inquiry hypothesis is reviewed in terms of its four component elements which suggest relationships between learning and how people communicate. (1) Curiosity is the force that impels the prospective learner to certain encounters with new facts or experiences rather than to alternative encounters which are also available. (2) Motivation, which propels and defines inquiry, is based on the medium of the encounter, nature of the phenomena being encountered, and the total environment in which the encounter occurs. (3) The focus of the inquiry, how the inquirer articulates what he wants to know, is usually expressed verbally. (4) The inquirer's total life experience which is brought to the encounter gives it particular meaning different from that which other inquirers would experience. Because the inquiry hypothesis implies that learning is an individual act, it requires new ways of looking at communication which have equal applicability to the teaching/learning relationship in any situation. The author discusses the need for history teachers to be more responsive to current problems and students' backgrounds; recognize television's role as a teaching/learning medium; involve students in "doing" history, for example, recording family history; pay attention to chang-

152 Document Resumes

ing conditions of education and its institutions; and develop better communication among history educators. (Author/AV)

ED 135 680 SO 009 679

Brown, Lester R.
World Population Trends: Signs of Hope, Signs of Stress. Worldwatch Paper 8.
Worldwatch Inst., Washington, D.C.
Pub Date 28 Oct 76
Note—42p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036 (\$2.00 paper cover, 2-10 copies \$1.50 each, 11-50 copies \$1.25 each, 51 or more copies \$1.00 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Birth Rate, Climatic Factors, Contraception, Death, Demography, Developing Nations, *Family Planning, *Food, Global Approach, Government Role, Human Geography, Hunger, Infant Mortality, Overpopulation, *Population Growth, *Population Trends, Social Problems, *World Problems
The interrelationship of population growth, food production, and death rates is explored. Birth rates in China, Western Europe, and North America have significantly decreased in the five-year period from 1970-75. This is largely due to widening availability of family planning services and the growing desire to use them. Four European countries have reached stability in population growth: East and West Germany, Austria, and Luxembourg. Reasons for this stability include high levels of income, high levels of education and employment for women, and easy access to contraceptives. Death rates, however, have increased due to hunger and nutritional stress in areas such as Bangladesh, India, Ethiopia, and the Sahelian countries of Africa. Even in cases where food crises arise from civil insurrection, the groups most vulnerable to the stresses of starvation are children and the elderly. Food production in many countries has been so hampered by weather changes and abuse of ecological factors that current production cannot keep up even with limited population growth. Governments can try to reduce population growth by providing family planning services, satisfying basic social needs, educating all social groups about the effects of rapid population growth, providing alternative careers to motherhood, and reshaping national social and economic policies to encourage small families. (AV)

ED 135 681 SO 009 703

Dahlgren, Lars Owe Marton, Ference
A Research Project on Higher Education. Investigations into the Learning and Teaching of Basic Concepts in Economics. No. 54. (1).
Göteborg Univ. (Sweden). Inst. of Education.
Pub Date Sep 76

Note—29p.; Paper presented at the Congress of the European Association for Research and Development in Higher Education (Louvain la Neuve, Belgium, August 30-September 3, 1976); For a related document, see SO 009 729

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Education, *Concept Formation, Concept Teaching, Developmental Psychology, *Economic Education, Economics, Educational Research, Higher Education, Individual Differences, Learning Characteristics, *Learning Processes, Skill Development, Student Attitudes, *Teaching Methods

A progress report on a research project directed toward facilitating deeper understanding of economic concepts at the university level is presented. The purposes of the project are to explore phenomena conceptualization and to investigate why some students are more successful at a learning task than other students. In the analysis of a microeconomics course, student comprehension of economic concepts and principles was assessed. Students were interviewed on basic economic questions before, during, and after participating in the course. Findings were evaluated over three semesters, with an experimental course in microeconomics instituted during the fourth semester. Characteristic ways in which students understood and misunderstood basic concepts such as opportunity cost, production and cost functions, and utility and costs are described. A preliminary conclusion is that student understanding of basic concepts would increase if learning

was described in terms of the structural aspects of the learning process such as forgetting, remembering, problem solving, or adhering to a specific teaching method. (Author/DB)

ED 135 682 95 SO 009 716

Pratt, Francis E.
Teaching about Aging.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-197

Pub Date 76

Note—78p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 197, \$3.25 paper cover)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Age Groups, Case Studies, Course Objectives, *Curriculum Development, *Educational Gerontology, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Older Adults, *Senior Citizens, Social Problems, *Social Sciences, Social Studies, Teaching Techniques

This paper discusses the need for teaching about aging as part of the school curriculum; examines some of the important issues about aging in American society; relates aging to the various disciplines of the social sciences; and suggests teaching strategies, learning activities, and resources materials for grades K-12. The first chapter answers the question, Why teach the young about the old? The second chapter examines the treatment of older people, relating aging to patterns of segregation, poverty, and youth orientation. The third chapter presents suggestions for incorporating the topic of aging in any or all of the social sciences. The fourth chapter describes 17 classroom-tested activities which can be used by secondary and elementary teachers. Seventeen additional activities specifically for elementary grades are listed. The final chapter examines ways to incorporate the topic of aging into the curriculum, using an integration approach and a mini-course approach, and suggests ways to evaluate the accomplishments of such activities. Specific objectives and goals are provided. An extensive resource bibliography and ERIC document section appends the resource guide. (JR)

ED 135 683 SO 009 729

Marton, Ference
Skill as an Aspect of Knowledge: Some Implications from Research on Students' Conceptions of Central Phenomena in Their Subjects. Investigations into the Learning and Teaching of Basic Concepts in Economics. No. 55. (2).
Göteborg Univ. (Sweden). Inst. of Education.
Pub Date Sep 76

Note—21p.; Paper presented at the International Conference on Improving University Teaching (2nd, Heidelberg, F. R. Germany, July 13-16, 1976); For a related document, see SO 009 703

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstraction Levels, *Cognitive Processes, *Concept Formation, Concept Teaching, *Economic Education, Educational Research, Experiments, Higher Education, Individual Differences, *Knowledge Level, Learning Activities, *Learning Characteristics, Learning Processes, Learning Theories, Social Sciences, Student Attitudes, Success Factors, Teaching Methods

Differences in levels of subject matter learning at the university level were explored to determine how a learning task is approached between those who are successful and those who are less successful. Students read a selected social science text, (Paul Samuelson's "Economics", for example), related the material learned, answered content questions, gave personal impressions of the learning activity, and discussed general attitudes toward university studies. A second interview, five to six weeks later, concentrated on retention of previously learned material. Two major attitudes appeared to be connected with two different conceptions of learning—one that learning is something a person does and the other that learning is something that happens to a person.

These attitudes determined to a large extent the things students learned, as well as the different ways in which they learned. These findings indicated that learning should be described in terms of the structural aspect of its content. In the section exploring the relationship between knowledge and skill, it is shown through experimentation with physics phenomena in a problem-solving situation that cognitive skills are aspects of knowledge, rather than independent of knowledge. Remarks on the debate on education during the 1970s and on separate categories of thought are offered. References and a listing of reports from the Institute of Education, University of Göteborg, Sweden, are provided. (Author/DB)

ED 135 684 SO 009 763

Marsh, C. Paul Christenson, James A.
Support for Economic Growth and Environmental Protection 1973-1975.

Pub Date Aug 76

Note—12p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Air Pollution Control, *Conservation (Environment), Data Analysis, *Economic Climate, Economic Development, *Environmental Research, Expenditures, Political Attitudes, *Public Opinion, *Public Support, Social Problems, Socioeconomic Influences, State Surveys, Water Pollution Control

This study investigates preferences of public support for allocation of expenditures toward environmental controls or toward economic growth from 1973-1975. The author considered four previously noted correlates of environmental support—education, family income, place of residence, and political orientation. Two state-wide surveys were conducted to examine the environmental control/economic growth question. Both North Carolina surveys were conducted in the same manner. In 1973 and 1975, questionnaires were mailed to 5,082 heads of households. These residents were asked whether they wanted less, the same, or more tax dollars allocated to air pollution and water pollution control. Findings indicate that there was a significant decrease in the desired level of public support for both items, although there was a significant increase in desired expenditures to promote agricultural and industrial development. As suggested by previous literature, education was positively correlated with support for air and water pollution controls. Contrary to most findings, however, income was not consistently related to support for either item. In summary, support for environmental controls decreased while support for economic development increased from 1973-75, indicating that reaction to public issues responds quickly to societal situations. Changes in the situation of the population between 1973 and 1975 seem to have been great enough to have similar impact on the public responses to environmental issues regardless of socioeconomic differences. A list of references concludes the document. (Author/DB)

ED 135 685 SO 009 774

Report: Phase Two Complete. Museums and Education: Curriculum; Final Conference Report.
American Association of Museums, Washington, D.C.

Spons Agency—Missouri Arts Council, St. Louis, Mo.

Pub Date 3 Dec 76

Note—35p.; For a related document, see SO 009 508; This report was prepared by the Curriculum Development Task Force of the American Association of Museums

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conference Reports, *Cultural Education, Cultural Enrichment, Curriculum Design, *Curriculum Development, Elementary Secondary Education, Field Trips, Inservice Teacher Education, *Museums, Outreach Programs, Questionnaires, *School Community Cooperation, Staff Improvement

This report presents the preparation for and results from a conference on museums and education held by the Cultural Educators Roundtable of metropolitan St. Louis, Missouri, on November 20, 1976 at Lindenwood College. The purpose of the conference, attended by local educators and museum personnel, was to explore specific inter-relationship problems between museums and schools concerning five educational activities.

The activities investigated were curriculum design, field trips, museum tours, museum outreach activities, and teacher training and teaching methods. Prior to the conference, a 28-statement questionnaire was developed to elicit reaction to the five school-museum activities. Respondents ranked each problem statement for agreement on a scale of one to five. The response results and emergent additional questions became the discussion topics for the conference. Conference participants were divided into groups to discuss the questionnaire results and accompanying questions, suggest additional topics, and rank the educational activities according to need and usefulness. Priority ordering of the activities was (1) staff development and teacher training as most important to cultural education, (2) curriculum development, (3) outreach, (4) field trip, and (5) tour as least important to initiate. Appendices contain the tally of questionnaire responses, Roundtable membership list, copy of questionnaire, and list of conference participants. (ND)

ED 135 686

SO 009 776

Breiter, Joan Menne, Jack
Social Studies Curriculum and the Elementary Teacher.

Pub Date 76

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Class Organization, Curriculum Enrichment, *Curriculum Evaluation, Educational Research, Elementary Education, *Elementary School Curriculum, *Elementary School Teachers, Measurement Instruments, Needs Assessment, Social Sciences, *Social Studies, Social Studies Units, Student Needs, Tables (Data), Teacher Attitudes, Teacher Background, *Units of Study (Subject Fields)

This study of the traditional elementary social studies curriculum was conducted during 1974-76 in 16 school systems in cities of 10,000 and above population in Iowa and southern Minnesota. A traditional social studies curriculum incorporates history and geography, but not other social science fields. The purposes of the study were to (1) determine relevant areas of the traditional social studies curriculum, (2) determine desirable curriculum additions in terms of contemporary student needs, and (3) compile a profile of elementary social studies teachers and determine the relationship between their backgrounds and how they rate curriculum. The Curriculum Rating Scale (CRS) and the Teacher Information Form (TIF) were developed and used. The traditional curriculum was rated by 1,615 elementary school teachers according to topics it covers, and the teachers supplied information about their backgrounds, working conditions, and preferences. Composite profiles on CRS ratings were plotted for significant TIF scale values and categories. Analysis of teacher responses indicates that, while part of the traditional curriculum should be retained, a considerable portion of it could be replaced by topics more relevant to students. Also, both inservice training in social studies and changes in classroom organization could result in more effective implementation of social studies curriculum, both traditional and innovative. Appendices provide data tables of course ratings by grade level, teacher backgrounds, classroom materials used, classroom organization, curriculum selection factors, curriculum additions by grade level, and copies of CRS and TIF. (Author/ND)

ED 135 687

SO 009 781

A Study Guide for Constitutions in Effect in New York.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date 76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Government (Course), Civics, Civil Liberties, *Constitutional History, Government Role, *History Instruction, Human Dignity, Instructional Materials, Secondary Education, *State Government, State Legislation, Study Guides

Identifiers—*New York, *State History

The study guide presents background information, questions and answers, primary source material, and guidelines designed to provide secondary schools with basic sources for observing how the New York state system evolved from

the colonial experience and the precedents established by the first state constitution. The documents in the publication are to be used selectively in the classroom by teachers to stress the role of state constitutions in providing a government under law. The first chapter sketches the background of the New York State Constitution of 1777. Forty-one questions are presented to be answered by students after reading selected material in the study guide. The second chapter discusses the colonial government of New York through excerpts from a 1774 governor's report. A letter of transmittal of the Constitution of 1777 is included in original handwriting in the third chapter. A handwritten sample of the 1777 Constitution of the State of New York is presented in the fourth chapter. The bulk of the document, contained in chapter five, is a reprint of the 1846 Constitution of the State of New York. The last chapter presents a 1977 referendum that includes the questions, who should serve as delegates? what changes should be made? and what kind of government should New York state have? (Author/DB)

ED 135 688

SO 009 788

Sallada, Logan H.

Key Issues and Problems in Developing New National Policy for Civic Education.

Pub Date 23 Sep 76

Note—13p.; Paper presented at the National Conference on Citizen Education (Kansas City, Missouri, September 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Citizen Participation, *Civics, Curriculum Development, Democratic Values, Educational Objectives, *Educational Policy, Educational Trends, Elementary Secondary Education, Global Approach, *Government Role, Higher Education, Interdisciplinary Approach, Policy Formation, Social Change, Socialization, Social Studies

The role of the federal government in civic/citizenship education is discussed in this paper. A breakdown has occurred in former socializing institutions, such as the family and church, which have ceased to influence civic education. There is a need to reconceptualize the socialization process. Four factors that impede the socialization of responsible citizenry are the mobility of Americans, the depersonalizing influence of television, the impersonal political environment, and increasing reliance on technical inventions and mechanical solutions. The role of the federal government in creating better citizenship education is to serve as a catalytic agent to foster the efforts of community members, parents, teachers, and school administrators. Suggestions for improving citizenship education focus generally on the improvement of basic skills and an inculcation of responsibility. Programs would include improved knowledge of what it means to be an American, a sense of national community with a global perspective, and a revitalized sense of place. Curriculum materials would be gathered from the social sciences and ethical education and would stress a global and multicultural approach. Development of indices for national assessment of citizenship by the Citizen Education Task Force of the federal government is discussed. (Author/DB)

ED 135 689

95

SO 009 789

Saad, Geti, Ed.

Selected Bibliography of Educational Materials in Pakistan, Vol. 9, No. 3, 1975, Period Covered July-September 1975.

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-53354/03

Pub Date 76

Note—51p.; Not available in hard copy due to poor legibility of original document; For a related document, see ED 129 700

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Curriculum, *Educational Administration, *Educational Development, Educational Finance, Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Foreign Countries, Higher Education, Instructional Materials, Language Instruction, Libraries, Medical Education, Psychology, Teachers, Teaching Methods, Textbooks, Womens Education

Identifiers—*Pakistan

This annotated bibliography lists 99 entries of selected educational materials published in Pakistan during the period July through September 1975. Most of the materials are taken from Pakistani journals, newspapers, and government publications. They are arranged alphabetically by author within 26 categories: administration, organization, and financing of education; adult education; childhood education; curriculum; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; higher education; history of education; Islamic education; teaching of languages; libraries; literacy; medical education; philosophy of education; professional education; psychology; science education; teacher education; teaching methods and media; textbooks; women's education; general; and a special section on teachers. A writers' index concludes the bibliography. (AV)

ED 135 690

SO 009 790

King, David C., Ed. Long, Cathryn J., Ed.

Patterns for Teaching Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum.

Center for Global Perspectives, New York, N.Y.; Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 76

Note—51p.; For related documents, see SO 009 791-792

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Class Activities, *Concept Teaching, Curriculum Development, Educational Objectives, Elementary Education, *Global Approach, Humanistic Education, Interdisciplinary Approach, International Relations, Learning Activities, *Lesson Plans, Skill Development, Social Change, *Social Studies, *Teaching Techniques

Identifiers—*Interdependence

Ideas for creating lessons to introduce global perspectives on interdependence into the elementary social studies curriculum are presented. The booklet is intended as a companion to a series of guides for teaching selected universal concepts to K-12 students. Section I introduces five lessons for use in grades K-3. Lessons stress the interdependence of the parts of the human body, groups such as the family, basic needs of people, and plants and animals. For each topic, performance objectives are specified and the teaching procedure is outlined. Activities include question games, class discussion, role playing, mural drawing, story telling, and cooking. Section II suggests lessons for grades 4-6. Lessons stress the concepts of systems and mutual dependence on a global scale. Performance objectives are specified for each topic and the teaching procedure is outlined. Activities include simulations, drawing analysis, class discussion, group role play, science activities, science fiction fantasies, and group research. Concepts and key ideas are stressed in each lesson through suggested questions. Teacher reactions and lesson suggestions are solicited. (Author/DB)

ED 135 691

SO 009 791

King, David C.

Suggestions for Curriculum Development on Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides.

Center for Global Perspectives, New York, N.Y.; Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 76

Note—37p.; For related documents, see SO 009 790 and 792

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Class Activities, *Concept Teaching, Cultural Awareness, Curriculum Development, Educational Objectives, Elementary Education, *Global Approach, Humanistic Education, Interdisciplinary Approach, International Relations, Learning Activities, *Lesson Plans, *Social Studies, Teaching Guides, *Teaching Techniques

Identifiers—*Interdependence

Topics and ideas for implementing global perspectives on interrelatedness into the elementary social studies curriculum are intended for selective use by teachers. Objectives are to help students become aware of global interdependence and the implications and problems which accompany global interdependence. Section I presents ideas for curriculum development on global interrelatedness for grades K-3. Presentation of specific objectives and a background discussion are followed by a topic and idea outline of concepts including family life, people and communities, cities and city life, and people and the environment. For each topic, questions and explanations are listed, teaching techniques are suggested, and conclusions are offered. Section II presents suggestions for curriculum development on the topic of interdependence for grades 4-6. Specific objectives and a background discussion are followed by a topic and idea outline, as in section I. The six topics are: technology, economy, comparing cultures or world regions, American history, modern society, and environmental studies. Activities, key questions, and concepts for each topic are presented. Teacher and reviewer comments are solicited. (Author/DB)

ED 135 692 SO 009 792

King, David C.

Suggestions for Curriculum Development on Interdependence; Part C, 7-9 [And] Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides.

Center for Global Perspectives, New York, N.Y.; Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—55p.; For related documents, see SO 009 790-791

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Class Activities, *Concept Teaching, Cultural Education, Curriculum Development, Economic Education, Educational Objectives, Environmental Education, *Global Approach, History Instruction, Humanistic Education, Interdisciplinary Approach, International Relations, *Lesson Plans, Secondary Education, Social Change, *Social Studies, Teaching Guides, *Teaching Techniques

Identifiers—*Interdependence
Topics and ideas for infusing global perspectives on interrelatedness into the secondary social studies curriculum are intended to be used selectively by teachers. The major objectives of the guide are to help students become aware of global interdependence and implications and problems which accompany interdependence. Section I presents ideas for curriculum development for grades 7-9. Presentation of specific objectives and a background discussion are followed by a topic and idea outline of American history, state histories, developing nations, the study of culture, the biosphere, and political systems. For each topic, questions and explanations are listed, teaching techniques are suggested, and conclusions are offered. Section II presents suggestions for curriculum development for grades 10-12. Specific objectives and a background discussion are followed by a topic and idea outline of urbanization, economics, culture studies, environmental concerns, and nationalism. Activities, key ideas, questions, hypotheses, and concepts for each topic are presented. Teacher and reviewer comments are solicited. (Author/DB)

ED 135 693 SO 009 797

King, David C. And Others

Suggestions for Curriculum Development on Communication; Part A, K-3. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides.

Center for Global Perspectives, New York, N.Y.; Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Dec 76

Note—45p.; For a related document, see SO 009 798

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Class Activities, *Communications, *Concept Teaching, Curriculum Development, Democratic Values, Educational Objectives,

Elementary Education, *Global Approach, *Humanistic Education, Interdisciplinary Approach, Learning Activities, Lesson Plans, Skill Development, Social Change, *Social Studies, Teaching Guides, *Teaching Techniques

A guide for infusing global perspectives on communication into the elementary social studies curriculum is designed to be used selectively by teachers. The four major objectives are to help students: (1) understand how the world's system can influence the individual's life; (2) recognize different viewpoints; (3) develop an ability to make judgments about world influence on one's personal life; and (4) recognize that personal actions can influence world interrelatedness. Section I presents ideas for developing ten communication activities. The activities involve message-sending skills, body language, animal language, sign observation, vocabulary building, and family and stranger communication skills. For each topic, areas of study are specified, objectives are listed, and teaching techniques are suggested. Section II presents lessons which demonstrate how global perspectives fit in with the existing curriculum. The four lessons stress verbal and nonverbal communication, body language, and exploration of human commonalities and differences. Four activities, such as mime, charades, using makeup, creating bulletin boards, communication games, art work, and field trips, are suggested for each lesson, along with a description of areas of study, objectives, suggested time, and required materials. A subject index is included. Teacher and reviewer comments are solicited. (Author/DB)

ED 135 694 SO 009 798

King, David C., Ed. Long, Cathryn J., Ed.

Suggestions for Curriculum Development on Communication; Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides.

Center for Global Perspectives, New York, N.Y.; Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Dec 76

Note—71p.; For a related document, see SO 009 797

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Class Activities, *Communications, *Concept Teaching, Curriculum Development, Democratic Values, Educational Objectives, Elementary Education, *Global Approach, Grade 4, Grade 5, Grade 6, *Humanistic Education, Interdisciplinary Approach, Learning Activities, Lesson Plans, Skill Development, Social Change, *Social Studies, Teaching Guides, *Teaching Techniques

A guide for infusing global perspectives on communication into the social studies curriculum of grades 4-6 is designed to be used selectively by teachers. The four major objectives are to help students: (1) understand how the world's system can influence the individual's life; (2) recognize different viewpoints; (3) develop an ability to make judgments about world influence on one's personal life; and (4) recognize that personal actions can influence world interrelatedness. Section I presents ideas for developing nine communication activities. The activities involve language skills, dialect investigation, cross-cultural communication, technological change, consumer education, and an understanding of conflicting viewpoints. For each topic, areas of study are specified, objectives are listed, and teaching techniques are suggested. Section II presents six self-contained lessons which demonstrate how global perspectives fit in with the existing curriculum. The lessons involve language exploration, verbal and nonverbal communication, body movement, historical perspectives on communication, and people's feelings about animals. Multiple activities—such as dictionary games, simulations, story telling, TV viewing, and class discussion—are suggested for each lesson, along with a description of areas of study, objectives, suggested time, and required materials. A subject index is included. Teacher and reviewer comments are solicited. (Author/DB)

ED 135 695 SO 009 802

Meyer, John W. And Others

The World Educational Revolution, 1950-1970.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 76

Grant—GS-32065

Note—41p.; Paper presented at annual meeting of the American Sociological Association (New York, New York, August 30-September 2, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Comparative Education, Developed Nations, Developing Nations, Economic Development, *Educational Development, *Educational History, Educational Sociology, Educational Theories, Educational Trends, Elementary Secondary Education, Enrollment Trends, *Global Approach, Higher Education, Models, National Norms, Political Influences, Socialization, Socioeconomic Influences, Statistical Analysis

An analysis of worldwide educational expansion between 1950 and 1970 is presented along with explanations for the expansion. The paper particularly addresses the socialization process and the institutionalization of schooling along national lines. Section I reviews available theories which seek to explain the expansion of education in the modern world as a function of variables in national structural characteristics. Theories discussed are economic, political, social, authoritarian, ethnic, and colonial in nature. In section II, descriptive data are presented which indicate that the rapid expansion of education since World War II is not related to national structural characteristics. In the third section diffusion models are presented which describe how the educational process occurs, followed by further explanation in section IV of why institutions expand. Findings indicate that very little variation in educational growth is accounted for by any measure of national economic, political, or social structure. The final section identifies and discusses emergent features of world society which have triggered the educational revolution by fostering formal socialization, prolonged student dependency, and the global redefinition of elites and masses. References are included. (Author/DB)

ED 135 696 SO 009 803

Sala, Teresa

The Introduction of New Elements of Knowledge into Upper Secondary Education in Italy, 1971-1975. Education and Culture.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No.—CCC-EGT-76-16-E

Pub Date 76

Note—45p.; Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, *Communications, *Comparative Education, Course Descriptions, Cultural Context, *Cultural Environment, *Educational Change, Educational Innovation, Educational Objectives, Educational Policy, Educational Trends, Experimental Curriculum, Foreign Countries, Interdisciplinary Approach, School Community Relationship, Secondary Education, Socialization, Socioeconomic Influences, Technological Advancement

Identifiers—*Italy
Educational trends in Italy are investigated and case studies are presented of experimental courses in communications at five secondary schools. The study is arranged in five chapters. The first chapter examines the relationships among the creative process, the cultural context, and socioeconomic influences. The second chapter presents the framework within which the main lines of innovation have developed. Topics discussed are basic assumptions of educational innovation, particulars of secondary schools in Italy, difficulties encountered with new knowledge and new practices, and factors which cause the new information to be adopted. Five case studies are presented in the third chapter. Each case study includes description of the course, objectives, content and organization of the experiment, and an assessment. The schools hosting the experimental courses are located in Rome, Milan, Lombardy, and Reggio Emilia. The courses deal with the languages and codes of communication technology, mass communication, the environment, school community relationship, and data processing. Chapter four discusses the relationship between machines and men in the Italian educational system, followed by presentation of

summary and conclusions in chapter five. Factors identified as contributing to educational innovation are willingness to change objectives and experiment. Factors hindering change are traditional methods, social confusion, and divergent expectations. (Author/DB)

ED 135 697 SO 009 807

DaVanzo, Julie

Why Females Move: A Model of the Geographic Mobility of Married Couples.

Rand Corp., Santa Monica, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—R-1972-DOL

Pub Date Sep 76

Grant—21-06-73-50

Note—123p.

Available from—Publications, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00 paperback)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Data Analysis, Employment Opportunities, Employment Statistics, Family (Sociological Unit), *Family Mobility, Geographic Location, Human Geography, *Human Resources, Longitudinal Studies, *Migration Patterns, *Models, Policy Formation, Relocation, *Social Science Research, Statistical Analysis, Tables (Data)

This research study attempts to provide a fuller understanding of policy-related and technical aspects of the migration process. The study bridges the gap between previous research and present concerns of policymakers. The report draws upon longitudinal household data; employs new methodological techniques; and defines explanatory variables to correspond to factors of policy interest, such as instituting policies which facilitate migration, investing to expand economic opportunities, and applying income bonuses to finance job searches in other labor markets. Section I discusses previous migration research and describes the purpose of this report as introducing an appropriate migration model. Section II presents the underlying conceptual framework and some general hypotheses derived from it. Section III discusses data, sample, estimation techniques, and definitions of variables. In section IV, specific hypotheses explaining whether or not a family migrates are proposed and tested. The choice of destination analysis is presented in section V. The report concludes, in Section VI, with a summary of the seven main findings, a discussion of the policy implications of the research, and suggestions for further research. Included among findings are that unemployment, job dissatisfaction, and wives' opinions have a significant influence on a family's decision to move. References are included. (Author/DB)

ED 135 698 SO 009 808

Dixon, Dorothy Arnett

World Religions for the Classroom.

Pub Date 75

Note—279p.

Available from—Twenty-Third Publications, P.O. Box 180, West Mystic, Connecticut 06388 (\$19.95 paperbound, 10-24 copies 20% discount, 25-49 copies 25% discount, 50 or more copies 30% discount)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Asian Studies, Bibliographies, Christianity, *Global Approach, Instructional Materials, Islamic Culture, Judaism, Junior High Schools, Learning Activities, *Non Western Civilization, *Religion, *Religious Cultural Groups, *Religious Education, Resource Guides, Secondary Education, Teaching Guides, *Teaching Methods

This teaching and resource guide contains ideas appropriate for teaching junior and senior high school students about the following religions: Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity, and Islam. Individual sections discuss general approaches to teaching the religious philosophies and rituals, and exemplary programs are cited. Each of these sections, supplemented by resource pages outlining steps in religious ceremonies, explains how to construct religious objects such as a Jewish sukkah or a Buddhist prayer wheel, gives recipes for traditional holiday meals, and translates songs and prayers. In addition to bibliographies at the end of each section, a general bibliography lists books on world religions, religion and public edu-

cation, audiovisual materials, and curricula on world religions for public schools. (AV)

ED 135 699 SO 009 810

Wheeler, Adade Mitchell Wortman, Marlene

Stein

The Roads They Made: Women in Illinois History.

Pub Date Jan 77

Note—209p.

Available from—Charles H. Kerr Publishing Co., 431 South Dearborn, Suite 829, Chicago, Illinois 60605 (\$3.95 paper, \$10.00 cloth)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, American Indians, Bibliographies, Civil War (United States), Colonial History (United States), *Females, *Feminism, Health Programs, Labor Unions, Life Style, Secondary Education, Social Change, Social Values, *Women's Studies

Identifiers—Equal Rights Amendment, *Illinois, *State History

This book discusses women's roles in Illinois history from the Indian period and the frontier through the Civil War, the Progressive Era, world wars and depressions to the 1970's. It relates these roles to the larger process of historical development. The authors wrote the book for all those seeking to enlarge their understanding of Illinois history. Chapters one through five describe (1) the varied work and the status of American Indian women and the marriage customs of these early times; (2) the hardships and harsh hazards faced by frontier women in Illinois; (3) women's efforts during the Civil War; (4) the period from 1870 to 1920 when women actively sought to improve their legal, economic, and social position; and (5) the women's movement from the 1920s to the present. The last chapter describes and provides information on the Carbondale Women's Center, the Institute of Women Today, the Illinois Women's Agenda, women's health care, the Coalition of Labor Union Women, and the Equal Rights Amendment in Illinois. A bibliography of books which treat the activities of Illinois women is also included. (Author/RM)

ED 135 700 SO 009 811

Committee on Work and Personality in the Middle Years. Progress Report: June 1, 1974 to October 1, 1976.

Social Science Research Council, New York, N.Y.

Pub Date 76

Note—48p.; Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adults, *Behavioral Science Research, Behavior Patterns, *Bibliographies, Economic Research, Employment Patterns, Human Dignity, Life Style, *Middle Aged, *Personality Change, Role Theory, Social Change, Social Influences, Social Planning, Social Science Research, Social Stratification

The Social Science Research Council's committee report on personality change in the middle years of the human life cycle and a bibliographic listing of papers relating to the middle years comprise this document. The committee's interest and activity focus on the chronological age period from 40 to 60 years and are directed toward information exchange, committee meetings with guest participation, and seminars. The intent of the committee is two-fold: first, to fill a gap in research on the human life cycle and, second, to respond to social patterns and policy issues that have emerged in the 1970s. Committee achievements include serving as an information center, defining the field of inquiry, contacting international scholars, and participating in international conferences. Topics of committee discussions and seminars include stress symptoms, midlife crisis, death and social time, interaction between work and personality, women in midlife, career analysis, life roles, life cycle, social support, and life cycle aspects of earnings. The bulk of the report is a 33-page listing of papers received by the committee on psychological, physical, occupational, medical, educational, and social aspects of the middle years. (Author/DB)

ED 135 701 SO 009 812

Human Rights: Unfolding of the American Tradition. Report No. 8403.

Bureau of Public Affairs (Dept. of State), Washington, D.C.

Pub Date Sep 68

Note—146p.; This booklet was compiled by the Historical Office, Department of State. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00 paperback)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Anthologies, *Civil Liberties, Classical Literature, *Global Approach, *Literature, Political Attitudes, Primary Sources, United States History, Western Civilization, *World History

Excerpts from 100 speeches, essays, and legal documents dating from classical times to the present illustrate the record of human rights discussion over the centuries. The compilation was made in 1968 to mark the 20th anniversary of the Universal Declaration of Human Rights. The readings indicate that human rights initially meant freedom from a monarch's tyranny; later, that no executive or legislature could take away inalienable rights of the individual. In the 20th century, human rights are seen to include economic, social, and cultural rights, as well as civil and political ones. The readings are divided into five categories. "Classical Origins" includes statements from Pericles, Plato, and Cicero. "The European Background" contains excerpts from documents such as Magna Carta, English Bill of Rights, and French Declaration of the Rights of Man and of the Citizen. Authors such as John Milton and Jean Jacques Rousseau are quoted, also. "The American Tradition, 1606-1853" is documented by Patrick Henry, Ralph Waldo Emerson, First Charter of Virginia, and The Declaration of Sentiments of the American Anti-Slavery Society. A. Lincoln, F. D. Roosevelt, and J. F. Kennedy are quoted in "Toward Realization: The United States, 1863-1968." "Toward Universal Fulfillment: The United Nations, 1942-1968" includes quotations from John Foster Dulles, Adlai Stevenson, and The Declaration on Population by World Leaders. (AV)

ED 135 702 SO 009 817

Deering, Mary Jo Pomeroy, Barbara

Transcribing without Tears: A Guide to Transcribing and Editing Oral History Interviews.

George Washington Univ., Washington, D.C.

Library.

Pub Date 76

Note—40p.

Available from—Oral History Program, GWU Library, 2130 H Street, NW, Washington, D.C. 20052 (\$2.50 paperback plus \$0.25 postage, 5-9 copies 10% discount plus \$0.25 postage, 10-19 copies 15% discount plus \$0.50 postage, 20 or more copies 20% discount plus \$0.50 postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Editing, *Field Interviews, *Guidelines, Historiography, Interviews, Language Styles, Oral Communication, Oral Expression, *Oral History, Publications, Social History

This practical booklet, intended for those who are transcribing oral interviews into manuscript form, provides transcribing and editing guidelines that are particularly pertinent to oral history interviews. The major factor involved in a transcription is its editing. Editing is defined as making the material suitable for use by researchers and the general public. The guidelines presented in this booklet are based on the assumption that the transcript will be edited in an accepted manuscript format. Obtaining a good transcriber/editor is emphasized. Before beginning to transcribe, basic elements of editorial policy should be set in order to maintain uniformity in transcribing. Individual interviews may be transcribed and edited with slight variations according to the nature of the interview. Examples of editing styles are provided for overlapping speech, syntax, inaccuracies, false starts, dangling sentences, fuzzy thinking, and paragraphing. Suggestions are made for performing the audit check as a quality control and for making interviewee corrections of the transcript as accountability. Instructions for putting the final text together cover the table of contents, headings, and indexing. Samples of transcribing and editing guidelines, an audit check sheet, the title page, and a transcript page conclude the document. (ND)

ED 135 703 95 SO 009 818

Education, Social Science, and the Judicial Process: An International Symposium.
National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Civil Liberties, Data Analysis, Democratic Values, *Educational Legislation, Educational Problems, Elementary Secondary Education, Equal Education, *Federal Court Litigation, *Integration Litigation, Justice, Laws, Minority Groups, Policy Formation, Prediction, Public Education, Social Influences, *Social Sciences, Symposia

Dimensions and implications of the role of the federal courts in the formulation of educational policy are discussed. Emphasis is placed on the function of social scientists and social science data and techniques in the legal process. The document contains seven articles. Article I presents background information on the relationship between social science, constitutional rights, and the courts. The article concludes that social equality must be left to the courts because legal perspectives are not influenced by majority prejudices and power. Article II maintains that social science data should be used selectively in judicial decision-making. This article is followed by an analysis of the uncertainties in the relationship of social sciences to constitutional rights. Article IV proposes that social science data should focus on how to improve desegregated educational programs rather than how to devise alternative remedies. Article V comments on the roles played by social science in recent school finance cases and maintains that the courts should not surrender judicial responsibility to a deference for social science. In article VI, the relationship between social science and social policy concerning schools and race is explored. The concluding article reports on the struggle for a useful role for the social sciences in school integration. (Author/DB)

ED 135 704 SO 009 819

Vaughn, Gladys Gary, Comp.

Womens' Roles and Education: Changing Traditions in Population Planning.

American Home Economics Association, Washington, D.C.

Report No.—AHEA-0123

Pub Date 75

Note—87p.

Available from—American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, D.C. 20036 (\$4.00 softbound)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Changing Attitudes, Comparative Education, Curriculum Development, Definitions, Economic Development, Economic Status, Elementary Secondary Education, *Family Planning, *Females, Home Economics, Population Education, *Population Growth, Reading Materials, Sex Role, *Social Change, Social Studies, Socioeconomic Status, *Womens Education

This collection of readings on women and education in regard to changing traditions in population/family planning is designed for international home economists, students, and other educators. It presents background information in designing curriculum which integrates family planning and population education concepts into home economics programs. It also provides students with a convenient reference to current developments in theory and research concepts related to family planning, home economics, and population education. Although the nine readings selected represent the general themes of women and education, each reflects a different perspective and draws on many sources for its substance. Part I consists of six articles about the status and role of women in economic life. The articles cover an international perspective on women's rights, family planning, and family size; rights and opportunities of women in education; design of education for females; changing roles of women, family dynamics, and fertility; rural women in Africa; and the woman in Latin America. Part II deals with family planning and population education; and the relationship of family planning to savings and consumption in Taiwan. (Author/ND)

ED 135 705 95 SO 009 824

Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—07-CS-01

Pub Date Nov 76

Contract—OEC-0-74-0506

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.20 paper cover)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, *Citizenship, *Civics, Data Analysis, Democratic Values, *Educational Assessment, Educational Research, Knowledge Level, Measurement, *National Surveys, Political Attitudes, Political Issues, Secondary Education, Social Attitudes, *Social Studies, *Student Attitudes, Tables (Data)

A survey of student attitudes and knowledge vis a vis the American political system is presented. Student performance in the areas of social behavior, political attitudes, political knowledge, and political education is described for 13- and 17-year-olds for seven variables—geographical region, sex, race, parental education, size and type of community, educational preparation, and political interest. The first chapter presents an overview of survey results. Findings indicate that 13- and 17-year-olds express similar social and political attitudes, have a high degree of respect for human rights, and favor political participation. The second chapter defines the variables and describes the conventions used to report the data. Social attitudinal trends, including opposition to discrimination, support for equal-housing opportunities and racial trust, are described in chapter three. An assessment of political attitudes is included in chapter four. Knowledge of criminal rights, court role, constitutional rights, presidential power, government functions, political parties, the United Nations, and methods of changing laws is measured in chapter five. The final chapter discusses political education in the schools. Findings indicate that course work in civics is an important factor in student performance and interest. (Author/DB)

ED 135 706 SO 009 825

Schwartz, Edward

The Institute Papers: Towards a Recovery of Civic Idealism.

Institute for the Study of Civic Values, Philadelphia, Pa.

Spons Agency—Public Committee for the Humanities, Philadelphia, Pa.; Rockefeller Foundation, New York, N.Y.

Pub Date 75

Note—49p.

Available from—Institute for the Study of Civic Values, 401 North Broad Street, Room 810, Philadelphia, Pennsylvania 19108 (\$1.50 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Citizen Participation, Citizenship, *Civic Belief, Community Development, *Democratic Values, *Human Dignity, Humanism, Institutional Research, *Labor Problems, *Philosophy, Political Science, Political Socialization, Program Descriptions, Social Change, Values

The philosophy, strategy, and program of the Institute for the Study of Civic Values are presented in this collection of articles. Intended as a means of disseminating the institute's work and ideas to a general audience, the booklet is presented in four sections. Each section offers a theoretical article, an outline or a summary of an educational program, and an article or news clipping that shows the impact of the institute's efforts. The first section examines civic idealism in modern society and describes goals of the institute in research, dialogue, and teaching about civic ideals. The gap between ideals and practice in American political parties, schools, and churches is examined. The second section defines dignity as a primary concern in the labor movement and compares union, industry, and political attempts at labor reform. Theoretical, political, and grass root suggestions for community development are presented in the third section, followed by suggestions for improving political leadership and promoting public participation in the fourth section. Additional readings for each section are listed. An outline for organizing neighborhood and community organizations, adopted from a 1975 institute conference, is provided. (Author/DB)

ED 135 707 SO 009 826

Schwartz, Edward
Building Community.

Institute for the Study of Civic Values, Philadelphia, Pa.

Spons Agency—Dolfinger-McMahon Foundation, Philadelphia, Pa.; Rockefeller Foundation, New York, N.Y.

Pub Date 76

Note—176p.; Pages 57-64 of the original document are copyrighted and have been removed by ERIC. They are not included in the pagination

Available from—Institute for the Study of Civic Values, 401 North Broad Street, Room 810, Philadelphia, Pennsylvania 19108 (\$3.00 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Action Programs (Community), Adult Education, *Community Action, *Community Development, Course Descriptions, Crime, Curriculum, Justice, *Leadership Training, *Neighborhood Improvement, Social Action, Social Problems, Social Responsibility, Urban Environment, *Urban Studies, Values

The purpose of this eight-unit course is to explore the values and issues of modern urban neighborhoods. It focuses on how community leaders can apply the broad principle of justice to problems of security, reciprocity, and fellowship that face most neighborhoods today. The course is intended for use by community leaders in building community action organizations. Each unit presents essays, suggestions for further reading, and discussion questions. The first unit defines different types of communities, presents theoretical observations on community, and identifies major problems of urban neighborhoods. The second unit explores security through discussion of crime in Philadelphia, followed by a discussion of the relationship between reciprocity, privatism, and public policy in Unit three. The fourth unit presents essays on the value of community and religious fellowship. An examination of the importance of justice is presented in Units five through eight. Background material on the relevance of justice, traditions of justice, and social and corporate justice is followed by investigation of the relationship between justice, security, individual/community interests, and fellowship. Topics include child neglect, social class, neighborhood crime, ideal justice, criminal rehabilitation, economic conditions, cooperative self-help, and conflict resolution. A social contract technique for establishing political communities is described and an outline of sessions for discussing the eight units is presented. (Author/DB)

ED 135 708 SO 009 828

Thorsell, Bernard Alan

The Questionable Value of the Master's Degree in Sociology for the Ph.D.-Pursuing Student.

Pub Date Aug 76

Note—24p.; Paper presented at the Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Standards, Degree Requirements, Departments, *Doctoral Degrees, Educational Improvement, Educational Trends, Graduate Students, Higher Education, *Masters Degrees, *Professional Training, *Relevance (Education), Social Science Research, *Sociology, Student Attitudes, Surveys, Tables (Data), Universities

Ambiguity concerning the professional value of the master's degree for graduate students in sociology is discussed. Four factors are identified as contributing to this ambiguity: (1) the lack of uniform standards and requirements for the degree in American higher education; (2) the decline in the prestige of the degree in academic circles; (3) the degree is more often linked to professional practice than to academic scholarship; and (4) the degree has become the weakest in the most highly rated and prestigious institutions. Results of a survey of 98 departments of sociology indicate departmental agreement that the master's degree program serves as a method of evaluating student capacity for successfully completing the doctoral program and as an opportunity for the student to acquire research experience prior to undertaking the dissertation. All departments indicated willingness to accept transfer candidates for their doctoral programs, although varying amounts of course credit are given for previous work. Two changes in the

present system are proposed. First, the substitution of a piece of publishable sociological research in lieu of formal requirements for the master's degree. Second, development of terminal professional master's programs in areas of applied sociology. References are included. (Author/DB)

ED 135 709

SO 009 829

Wilson, Everett K.

Learning to Teach: Some Resources for Graduate Students or People Wanting to Help Graduate Students.

Pub Date 1 Sep 76

Note—22p.; Paper presented at the Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Computer Assisted Instruction, *Creative Teaching, Educational Resources, Higher Education, *Resources, *Sociology, Student Evaluation of Teacher Performance, Teacher Developed Materials, *Teaching, *Teaching Methods, Team Teaching

Useful resources for teaching sociology on the undergraduate or graduate level are discussed. Initially, the article suggests well-known resources such as various professional and reference publications, audiovisual aids, and computer-assisted instruction. One resource not frequently thought of includes people such as administrators, colleagues, and students. Administrators can encourage mandatory evaluations by students of instructors, colleagues can collaborate in team teaching or serve as outside examiners, and advanced students can serve as instructors to slower students. Another resource includes ideas drawn from sociology: flexibility of the learning environment, role of inquiry in teaching as well as research, and effect of student interest on course success. Teacher-developed materials comprise the final group of resources. Such materials should be directed toward operationally stated objectives, include means for evaluating their achievement, articulate with theory and methods, extend and apply sociological insights, and include carefully selected test items. (Author/AV)

ED 135 710

SO 009 830

Adibe, Nasrine, Ed. Stone, Frank A., Ed.

Proceedings of an International Conference on Expanding Dimensions of World Education (Hacettepe University, Ankara, Turkey, June 21-24, 1976).

Connecticut Univ., Storrs. School of Education. Spons Agency—Association for World Education, Huntington, N.Y.; Institute for World Order, New York, N.Y.; Turkish InterUniversities Association.; Universities and the Quest for Peace.; World Education Fellowship, London (England).

Pub Date 76

Note—207p.

Available from—World Education Project, U-32, The University of Connecticut, Storrs, Connecticut 06268 (\$4.50 plus postage, paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Education, Conference Reports, Conflict Resolution, *Cross Cultural Studies, Cultural Awareness, Cultural Education, Cultural Pluralism, Developing Nations, *Educational Development, *Global Approach, *International Education, Peace, Social Development, Values, World Affairs, World Problems

Educators, politicians, and members of international organizations shared concerns, ideas, and experiences in the area of expanding dimensions of world education at this international conference. Three major topics focused on illuminating global concerns and potentialities. Topic 1, education for development, was discussed by eight authors whose subjects ranged from science and vocational instruction to presentation of a model for university entrance in developing countries. Topic II focused on multicultural education. Nine participants discussed subjects such as racial attitudes, children's perceptions of international relationships, cultural pluralism, and the women's movement in world education. Education for world peace and justice, the third topic area, was discussed by four conference participants. Discussion focused on a systems approach to conflict management, conflict resolution, the value of peace studies, and practical applications of peace

education. Workshop reports and recommendations for further research and dissemination of ideas on peace education, international understanding, and changing priorities are presented. A list of conference participants is included in the document. (Author/DB)

ED 135 711

SO 009 832

Monk, Janice

Issues Confronting Geographic Educators in Europe and the USSR: The View from IGU.

Pub Date Nov 76

Note—15p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (San Francisco, California, November 24-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, *Comparative Education, Curriculum Development, *Educational Change, Educational Improvement, *Educational Trends, Elementary Secondary Education, Environmental Education, Foreign Countries, *Geography Instruction, Higher Education, Interdisciplinary Approach, Political Influences, Process Education, Social Sciences, Symposia

Identifiers—Europe, USSR

Major changes in European and Russian geography instruction primarily at the secondary level are reviewed and implications of these changes for American geographic education are suggested. The information on European and Russian education, taken from papers presented at the 1976 International Geographical Union meetings in the Soviet Union, indicates that changes in European geography instruction are widespread and are due mainly to three stimuli. First, the perception of the discipline of geography is changing. For example, Britain and West Germany are moving secondary school geography more towards the social sciences. Specific curriculum changes in eastern Europe are less clear, but a general interest is expressed toward modernizing geography teaching and stressing environmental education. The second stimulus is the increasing attempt of geographic educators to meet social demands such as orienting students towards particular ideologies, preparing them for employment, and dealing with social change and cultural diversity. The third stimulus for change is the integration of modern educational theories and practices such as problem solving, decision making, analysis, synthesis, and program evaluation into the geography curriculum. Suggestions for improving American geographic education include involving teachers in the process of change, diversifying curriculum materials, and preparing geographers for employment in business and government. References are included. (Author/DB)

ED 135 712

SO 009 833

Oklahoma Affective Education: A Resource Guide.

Central State Univ., Edmond, Okla.; Edmond Public Schools, Okla.; Midwest City Independent School District 52, Okla.; Oklahoma City Public School System, Okla.; Oklahoma State Dept. of Education, Oklahoma City.; Putnam City Public Schools, Okla.

Spons Agency—Phi Delta Kappa, Bloomington, Ind.

Pub Date [76]

Note—140p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Affective Behavior, Affective Objectives, Affective Tests, Bibliographies, *Class Activities, Elementary Secondary Education, *Humanistic Education, Inservice Education, Interpersonal Competence, *Models, Resource Guides, Self Concept, Teacher Role, *Teaching Methods, Values

This resource guide is for elementary and secondary level educators who are interested in affective education and in formulating their own strategies for more meaningful learning experiences in their classrooms. The guide is based on the idea that affective learning is essential and that the best learning experiences are those in which the affective element is planned. The guide begins with a learning model showing the necessity of personal awareness and a positive self-image. An inventory allows the teacher to evaluate himself in terms of affective qualities, and a bibliography of nine books about the teacher's role is provided. A large section of the guide contains over 35 suggested classroom procedures for improving the affective climate, and approximate-

ly 40 classroom activities with stated objectives. These involve values clarification, development of creative thinking skills, and acceptance of others' opinions. A model for professional development planning suggests and describes over 50 activities including in-service evaluation. Twenty instruments for assessing affect are reproduced with permission to copy from the guide. They include student self-report inventories, teacher and administrator inventories, and general instruments for students, parents, and teachers. An annotated bibliography is included of 66 books about in-service training, method and techniques, and theories of affective learning. (AV)

ED 135 713

SO 009 835

Hiberman, Ira Vetter, Donald P.

Teacher's Guide for Maryland v. Trouble: A Video Tape Recording, Law-Related Education Program for the Schools of Maryland.

Spons Agency—Governor's Commission on Law Enforcement and the Administration of Justice, Cockeysville, Md.; Maryland State Bar Association, Baltimore.; Maryland State Dept. of Education, Baltimore.

Pub Date Sep 76

Note—45p.; Pages 16-19, 26-27, and 30-32 of the original document are copyrighted and therefore not available from ERIC. They are not included in the pagination; For related documents, see SO 009 859-860

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Civics, Civil Liberties, Class Activities, Court Role, Crime, Delinquency, Due Process, Justice, *Juvenile Courts, *Law Instruction, Learning Activities, Resource Guides, Secondary Education, Socially Deviant Behavior, *Social Studies, Teacher Developed Materials, Teaching Guides, *Youth Problems

The teacher's guide provides objectives, goals, learning activities, resources, teaching techniques, student bibliographies, and other sources helpful to teachers in developing, planning, and implementing juvenile justice education programs in the social studies classroom. The first section of the guide examines the nature of juvenile crime, goals for instruction, relevant videotape sections, and introduces a shoplifting simulation. The second section investigates police and arrest procedures through activities which involve students in simulated police action. The third section focuses on the juvenile system. Students observe proceedings of a juvenile court case, analyze the juvenile system, and compare it to the judicial process used for adult defendants. Activities in sections one through three include: videotape analysis, class visitations by policemen and merchants, readings, class discussions, role playing, class debate, the case study approach, and classroom polls. A directory of juvenile justice resource people in Carroll County, Maryland, is included. An accompanying videotape, entitled "Maryland v. Trouble," may be obtained from the Law-Related Education Program for the Schools of Maryland, Carroll County Public Schools, 55 North Court St., Westminster, Maryland, 21157. (Author/DB)

ED 135 714

SO 009 837

Feather, Norman T.

Values in Education and Society.

Pub Date Nov 75

Note—350p.

Available from—The Free Press, 866 Third Avenue, New York, New York 10022 (\$14.95 hardback)

Document Not Available from EDRS.

Descriptors—Activism, Age Differences, Comparative Analysis, Cross Cultural Studies, Delinquents, Educational Alternatives, Foreign Countries, Generation Gap, Immigrants, Income, Sex Differences, Social Attitudes, *Social Science Research, *Social Sciences, *Social Values, Student Attitudes, Students, Theories, *Values

Identifiers—Australia, Papua New Guinea, *Rocheach (Milton), United States

Based on six years of research, this book is an interdisciplinary investigation of human values and value systems. The author believes that the concept of values enables the social scientist to bridge the gap between the analysis of the individual and the analysis of the society in which that individual lives. Chapter 1 discusses value systems and their cognitive structures. Chapter 2 describes the Rocheach Value Survey Instrument and reports studies that are concerned with it.

The role of values in educational choice is dealt with in Chapter 3. Chapters 4 and 5 examine the impact of educational institutions on the values of students. Chapter 6 reports studies in which value systems and social attitudes in the society at large are compared in relation to intergenerational and age differences, sex differences, and income differences. The value systems of student activists and male delinquents are examined in Chapter 7. Chapter 8 presents cross-cultural comparisons in value systems between Australia and the United States and Australia and Papua New Guinea. The degree to which Ukrainians and Latvians have become assimilated to Australian society is examined in Chapter 9. The book concludes with an examination of major theoretical issues about values and value systems in Chapter 10. (Author/RM)

ED 135 715 SO 009 838

Techniques and Materials for Global Studies: Groton Follow-up Conference.

Global Development Studies Inst., Madison, N.J. Pub Date 4 Dec 76

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Cognitive Development, *Cultural Awareness, Curriculum Development, *Global Approach, Interdisciplinary Approach, Learning Activities, *Resource Materials, Secondary Education, Skill Development, *Teaching Techniques, *World Affairs

Identifiers—Interdependence

Designed for secondary school teachers who are at the initial stages of teaching global studies or introducing global concepts into their courses, this paper reviews ways (1) to introduce an awareness of global issues and the interdependence of our planet and (2) to develop related cognitive skills. Techniques and materials relevant to this teaching are presented. The first section describes 25 activities to help students build global perspectives in terms of cultural awareness, awareness of global interdependence, understanding of the overlapping nature of world problems, understanding the reciprocal roles of the world and the United States, and understanding the need to question and evaluate written and oral statements. Section two suggests 30 activities to help incorporate cognitive knowledge into a global perspective. These involve use of computers, local ecological studies, personal food intake records, map study, and statistical tables. Content areas in which these activities can be performed include economics, history, geography, mathematics, science, and foreign countries. This indicates that global studies is interdisciplinary in nature. An annotated bibliography of relevant materials lists 15 books, nine publications, three simulations, and 24 organizations. Addresses are given for all references. (AV)

ED 135 716 SO 009 839

Long, Samuel
Academic Ideology and the Post-activist Generation: Students' Reactions to the University.

Pub Date Aug 76

Note—38p.; Paper presented at the Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activism, Attitude Tests, Beliefs, *College Students, *Educational Research, Higher Education, *Political Attitudes, Political Science, Sociology, Student Alienation, *Student Attitudes, Student Evaluation, Student Participation, *Student Reaction, *Universities
This research paper investigates the manner in which academic perceptions, beliefs, and attitudes of university students can be differentiated on the basis of students' sociopolitical identifications. Four specific hypotheses about politically liberal versus conservative students are examined: (1) liberal students will express greater demands for student participation in the university governance process, (2) liberal students will manifest greater feelings of academic alienation, (3) liberal students will offer more critical evaluations of the university academic environment, and (4) liberal students will perceive greater ideal-real discrepancies in evaluating university goals and characteristics. Survey data were collected from 460 students enrolled at Southern Illinois University in May 1973. Both bivariate correlational analysis and multiple dis-

criminant analysis of the data were employed. Relatively strong support is provided for all four hypotheses. Furthermore, using composite indicators, it is established that the four dimensions of student reaction to the university exhibit moderate levels of constraint and, thus, constitute a rudimentary academic belief system. The findings are discussed within the context of the university as a quasi-political system. Six data tables, attitude scales used in the survey, and an extensive reference list are included. (Author)

ED 135 717 SO 009 841

Scherer, Jacqueline

Teaching Social Problems: A Review and Discussion of Possible Approaches.

Pub Date 1 Sep 76

Note—9p.; Paper presented at the Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Content Analysis, *Course Content, Course Evaluation, Educational Objectives, Higher Education, Problem Solving, *Social Problems, *Sociology, *Teaching Methods, *Textbook Content, Undergraduate Study

The author discusses findings of a content analysis of readers and texts on social problems and identifies questions raised by the task force which performed the analysis. The purpose of the study was to ascertain the nature of social problems courses and to determine if such courses are appropriate as undergraduate "first courses" instead of traditional introductory sociology courses. Four social problems most frequently cited in texts are poverty, social stratification, crime, and violence. Twenty-three fairly common additional topics are identified. Most texts represent social problems current to the time of publication. An examination of texts in terms of client-centeredness, scope, and specialization reveals that they are strongest in the area of client-centeredness, meaning they prepare students for post-college employment, develop skilled human resources, and stress action orientation toward solving theoretical problems. Social problems course outlines are found to reflect the same learning outcomes as traditional introductory courses. One problem is that students with high school sociology backgrounds usually have been taught social problems with an action orientation, and introductory college courses have difficulty teaching them the methodology of scientific investigation. The author sees a need to develop students' skills of analysis, interpretation, and systemic investigation. Mere presentation of social problems is not an adequate teaching strategy. (Author/AV)

ED 135 718 SO 009 842

Wolito, Robert, Ed.

World Disarmament Kit.

World Without War Publications, Chicago, Ill.

Pub Date Feb 77

Note—103p.; Some pages of the original document are copyrighted and not available from ERIC. They are not included in the pagination. Available from—World Without War Publications, 110 South Dearborn, Chicago, Illinois 60603 (\$2.50 paper cover)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Attitude Tests, Conflict, Curriculum Guides, *Disarmament, Futures (of Society), Global Approach, Higher Education, International Organizations, *International Relations, National Defense, Nuclear Warfare, Peace, Political Science, Secondary Education, Social Studies, Treaties, *Values, World Affairs, *World Problems

This kit presents a comprehensive introduction for students to arms control and disarmament issues. Included are copies of published and unpublished articles for each topic. Section I provides a self-survey to enable students to assess their own attitudes, values, and knowledge. The survey poses questions for which students select one of several given answers. Section II offers facts on current bilateral and multilateral arms control agreements, plus a table indicating which nation-states have ratified them. Section III presents contending perspectives on the arms race from Henry Kissinger, Earl Ravenal, Homer Jack, and Bill Rose. Section IV discusses proposals concerning arms control and disarmament issues, from nuclear proliferation to conventional armaments. Sections V and VI present

arms control and disarmament issues, respectively, at the United Nations and focus on how that institution's performance can be improved. Section VII suggests a peace initiatives approach that indicates how the United States can lead toward disarmament and how to gain the needed response of other powers. Section VIII lists seven major issues of arms control and disarmament, each followed by questions that will be dealt with in the future. The final section contains resource lists of organizations and newsletters, periodicals, World Without War publications, and national and international decision makers. (ND)

ED 135 719 SO 009 843

Aebischer, Delmer W.

Oregon Calls the Tune. Oregon ASCD Curriculum Bulletin, Vol. XXXI, No. 334.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Jan 77

Note—56p.

Available from—Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308 (order no. 334, \$2.50 paper cover)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Awareness, *Child Development, Curriculum Development, Demonstration Projects, Elementary Secondary Education, Evaluation, *Fine Arts, Music, *Music Activities, Musical Instruments, *Music Education, *Program Descriptions, Program Development

This music curriculum bulletin is designed for curriculum directors, administrators, and teachers for use in examining and expanding their existing music programs for elementary and secondary grades. It describes rationale, exemplary programs, and evaluation measures for music education programs in Oregon. Chapter one discusses the importance of the community, school board, school administration, and individual music teachers in creating an environment in which music programs can be successful. In chapter two, a series of articles explains how music experiences are integral in childhood education; suggests concepts and tasks to be taught in elementary and intermediate grades; and reviews programs which introduce children to electronic synthesizers or ethnic music. Five mini-courses for fifth to seventh graders are described in chapter three. These focus on jazz, opera, and sight reading. Chapters four through six present exemplary high school music programs, a string program, and a survey of careers in music. Results of the 1975 survey of Oregon music education show data on factors such as facilities available to music teachers or instruments on which elementary students are proficient. Purpose and goals of evaluation are reviewed in chapter eight, followed by an appendix containing six evaluation checklists for school music programs. (AV)

ED 135 720 SO 009 845

Rudvall, Göte

Interdisciplinary Teaching in the Human Sciences at the Senior Level of the 9-Year Comprehensive School in Sweden. Educational and Psychological Interactions, No. 56.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Apr 76

Note—49p.; Paper presented at meeting of the Council of Europe's Committee for General and Technical Education (Strasbourg, Germany, March 3-5, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Education, Curriculum Design, *Curriculum Planning, Educational Assessment, Educational Change, Educational Planning, *Educational Problems, *Interdisciplinary Approach, *Religion, Secondary Education, Social Sciences, *Social Studies, Teacher Education, Teaching Methods, Teaching Models, Team Teaching

Identifiers—Sweden

This report, prepared for a conference organized by the Council of Europe, focuses on the interdisciplinary approach to the teaching of social sciences. It describes the situation of the social subjects and religion in grades 7-9 in Sweden's nine-year comprehensive school, according to the central curriculum of 1969. The social subjects are history, geography, and civics, and religion which includes philosophy. Instructional goals are to help students become more motivated, independent, and cooperative. A

major objective is to create a meaningful school situation characterized by team teaching, flexible scheduling, flexible grouping, and integration of subjects. Results of a survey conducted by the National Board of Education show that about one-fourth of the teaching of social subjects has been interdisciplinary. The greatest problem related to interdisciplinary teaching by teachers who are trained for subject teaching only is the need for careful long-term planning. Teachers find their teaching plans conflicting with the need for teaching current events and topics of student interest. National educational goals are defined as changing teacher training and developing good teaching models for the interdisciplinary approach. An example of a teaching plan for grade 7 is contained in the appendices. (ND)

ED 135 721 SO 009 846
A Resource Directory of Selected Consumer Education Materials for Grades K-8. Resource Materials.

Illinois State Office of Education, Springfield. Div. of Program Planning and Development. Pub Date Sep 76. Note—43p.

Available from—Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777 (free, limited supply).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Annotated Bibliographies, *Consumer Education, *Curriculum Development, Elementary Education, Films, Filmstrips, *Instructional Materials, Multimedia Instruction, Periodicals, Primary Education, Reference Books, Resource Guides, Textbooks

Listings are offered to inform teachers of the wide variety of materials which are available to assist them in developing consumer education programs at the elementary level. Seven sections list and describe 29 resource guides, 30 books, 15 periodicals, 33 films, 32 filmstrips, 18 multimedia kits, and three miscellaneous articles. Every entry contains publication data and name and address of source. Most entries include price or rental information; grade level; time (films and filmstrips); pages (books); and a short description of content, appropriate audience, learning objectives, and use of special equipment when necessary. The materials include bibliographies; directories of consumer offices; state curriculum guides; films on consequences of shoplifting, nutritional needs, and free enterprise; kits on money management and taxpayer role; and articles about primary school programs in consumer education. (AV)

ED 135 722 SO 009 847
Humanistic Studies: Academic and Cultural Enrichment Project, Title III/IV Public Schools of the District of Columbia. Addendum to the Evaluation Final Report 1975-1976. District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation. Note—16p.; For a related document, see ED 130 950

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Art Education, Data, Educational Improvement, Field Trips, History, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, Literature, Music Education, Program Descriptions, *Program Effectiveness, *Program Evaluation, Questionnaires, Secondary Education, Senior High Schools, Social Studies, Tables (Data)

An addendum to the final evaluation report (ED 130 950) of a senior high school Humanistic Studies Program is presented. The program was begun in the 1972-73 school year at Woodson High School, Washington, D.C. The program purpose was to provide interdisciplinary academic and cultural experiences to students in grades 10-12 in art, music, history, literature, and social studies. The addendum provides lists of program activities and participants, which were not available at the writing of the final report in 1976. Data indicate that Humanistic Studies students and teachers participated in 14 field trips, eight experts in Humanistic Studies were utilized, curriculum aids and bibliographies were formulated, curriculum development workshops and staff meetings were held regularly throughout the project year, and the majority of the Project staff have been involved in the Program for three years. Tables, charts, descriptions of field trips, and student responses to a 21-item questionnaire comprise the bulk of the addendum. Four factors were identified by the staff as necessary for con-

tinued effectiveness of the Program. These include careful screening of talented students in other schools, adequate funding, ongoing workshops, and expansion of the Program to the junior high level. (Author/DB)

ED 135 723 95 SO 009 848
Selected Bibliography of Egyptian Educational Materials, Vol. 1, No. 4, 1975.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-59026-04

Pub Date 76

Note—70p.; For related documents, see SO 009 753-755

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Art Education, Civics, College Faculty, *Comparative Education, Curriculum, *Developing Nations, Educational History, Educational Psychology, Elementary Secondary Education, Higher Education, Illiteracy, Language Instruction, Mathematics, *Research Reviews (Publications), Teacher Education, Universities

Identifiers—*Egypt

This annotated bibliography of Egyptian publications on education contains 108 entries. Publications include journal articles, books, and government documents. The following educational topics are covered: adult education, teaching Arabic language, art education, audiovisual aids, teaching civics, formation of committees, secondary school courses of study, industrial curriculum, developmental psychology, education and society, activities, administration, preparatory school aids, guides, reports from organizations, research, educators, university faculties, universities, teaching geometry, graduates, history of education, home economics, illiteracy, intelligence tests, laws, teaching mathematics, teacher education colleges, mental health, perpetual education, philosophy of education, politics, primary education, private education, religious education, school administration and organization, school theater, social psychology, sports education, student problems, teacher training, technical education, and care for mentally retarded. Each entry provides author, title, source, and date. The bibliography concludes with an index to authors and sources. (ND)

ED 135 724 SO 009 855
Sinor, Denis

What Is Inner Asia? Teaching Aids for the Study of Inner Asia, No. 1.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date 75

Note—38p.; For related documents, see SO 009 856-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paper-bound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Area Studies, Asian History, *Asian Studies, Climatic Factors, *Cultural Education, Culture Contact, Curriculum Development, Higher Education, Horses, *Human Geography, Instructional Aids, *Non Western Civilization, Physical Environment, Political Power, Secondary Education

This pamphlet is the first of a series aimed at helping college and high school teachers incorporate facts pertaining to Inner Asia into their courses. Written in a narrative style, the pamphlet defines Inner Asia as a "cultural concept," part of the Eurasian continent lying outside the boundaries of Europe, the Middle East, India, Southeast Asia, and East Asia. Its climate, which is colder and drier than that of surrounding countries, does not favor agriculture. Of its four natural vegetation regions (tundra, forest, desert, steppe), the steppe has provided most of Inner Asia's useful resources and a link to contact with other civilizations. Hardy Inner Asian horses allowed the natives to develop superior war-faring cavalries and military strength. The Mongolian area of the steppe belt was a convenient base for attacks on China. Within Inner Asian political

unity was never complete, although communication and travel between the vegetation regions was not difficult. Personal nomadism and limited production of its most important commodity, the horse, made Inner Asia politically weak in the pre-modern age. Native groups living near its boundaries often were converted to the more "civilized" ways of neighboring countries. The author points out that "civilized" and "barbarian" are subjective terms relative to the cultures which use them. An annotated bibliography of 17 books is included. (AV)

ED 135 725 SO 009 856
Wylie, Turrell V.

Tibet's Role in Inner Asia. Teaching Aids for the Study of Inner Asia, No. 2.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date 75

Note—27p.; For related documents, see SO 009 855-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paper-bound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Area Studies, Asian History, *Asian Studies, *Cultural Education, Curriculum Development, Higher Education, Instructional Aids, Legends, *Non Western Civilization, Political Influences, Religion, Secondary Education

Identifiers—*Tibet

Second in a series of guides to help college and high school teachers incorporate information about Inner Asia into their courses, this pamphlet discusses the role of Tibet in Inner Asia. Aspects of Tibetan political and religious history are highlighted, and comments are made about the formative relationships Tibet had with her neighbors. Chapter one briefly discusses the Tibetan people. They exhibit two cephalic types, their language shows a dichotomy of linguistic origin, and there is a disparity between orthography and pronunciation of many words. Chapters two through nine review the history of Tibet from prehistoric times to the present. Legendary accounts about the origins of Tibetans are summarized. The original seventh century A.D. monarchy is described, and conversion from shamanism to Buddhism is documented. Invasions by the Mongols began in the Middle Ages, and subsequent political divisions of Tibet ensued. Sectarianism developed in Tibetan Buddhism in the 11th century, and the politically useful concept of reincarnation of lamas surfaced in the 14th century. Beginning in the 17th century, Tibet experienced political domination by the Manchu Emperor of China, Nepal, Britain, and China. Today, Tibet is regarded as an autonomous region of the People's Republic of China. Chapter ten is a selective, annotated bibliography of five books. (AV)

ED 135 726 SO 009 857

Penrose, G. Larry

The Inner Asian Diplomatic Tradition. Teaching Aids for the Study of Inner Asia, No. 3.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date 75

Note—23p.; For related documents, see SO 009 855-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paper-bound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Area Studies, Asian History, *Asian Studies, *Cultural Education, Curriculum Development, *Foreign Policy, Higher Education, Instructional Aids, International Relations, *Non Western Civilization, Political Attitudes, Political Influences, Secondary Education, Stereotypes

This pamphlet is the third in a series of guides developed to help college and high school teachers incorporate information about Inner Asia into their courses. A discussion of the diplomatic tradition of Inner Asia is presented. The

author documents a strong political tradition that made possession of the Orkhon valley in the steppe region necessary for imperial leadership. Inner Asian imperial clans acquired the valley through a confederation process, convinced the neighboring Chinese that the clans were a threat, and tried to live in urban luxury by offering China peace in exchange for civilized goods. Common soldiers and lesser clans frequently forced changes in the imperial leadership that brought benefits of the diplomatic policy to new groups. The author believes this policy of diplomacy toward China provides a unifying theme for the study of Inner Asia and helps dispel the stereotype of the savage, nomadic barbarians of Inner Asia. A bibliographic note cites several books which describe eighth century A.D. Chinese political policy toward the steppe clans, and 13th century living conditions in the Mongol capital. (Author/AV)

ED 135 727 SO 009 858

Fishman, Rosalind M. And Others

High School Teaching Unit Plans on Inner Asia. Teaching Aids for the Study of Inner Asia, No. 4.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date 76

Note—32p.; For related documents, see SO 009 855-857

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Area Studies, Asian History, *Asian Studies, Bibliographies, *Cultural Education, Curriculum Development, *Educational Resources, Elementary Secondary Education, Instructional Aids, Instructional Materials, Learning Activities, Non Western Civilization, Objectives, Teacher Developed Materials, *Unit Plan

Five teaching units for middle, junior high, and senior high school comprise this pamphlet, the fourth in a series of teaching aids about Inner Asia. The units were developed in 1975 by secondary school teachers who attended an inservice institute on Inner Asia at Indiana University. Objectives, activities, and resources are presented for each unit. One activity involves students in a simulation of barbarian and civilized groups to illustrate that certain "freedoms" must be sacrificed in order to become "civilized." Other objectives include understanding the importance of the horse on the steppe, influences of China and the Soviet Union on boundary clans, role of Buddhism as a religious force, and the diverse nature of clans within Inner Asia. Several of the units contain detailed outlines of content matter. Lists of books and pamphlets, learning activities, and audiovisual materials supplement the units. (AV)

ED 135 728 SO 009 865

Brach, Barbara F.

The Holocaust.

Pub Date [76]

Note—36p.; Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Anti Semitism, Bibliographies, *Humanities, *Jews, Learning Activities, Primary Sources, Racial Discrimination, Religious Discrimination, Resource Materials, Secondary Education, *Social History, Teacher Developed Materials, *Unit Plan, World History

Identifiers—Nazi Germany, *Nazism

The purpose of this teacher-developed humanities unit is to help secondary students understand the period leading up to and including the holocaust, from the end of World War I to the end of World War II. Through the use of readings, films, simulations, and class discussion, students learn how the holocaust occurred and relate it to other situations in history and in contemporary life. A bibliography of 17 primary sources is presented as material from which the unit was developed. These include excerpts from Hitler's writings, German radio propaganda, reports by people who were held in concentration camps, and analytical comments about the social

and political atmosphere of the period. On the basis of such readings, students participate in small group or class discussions about economic conditions leading up to the rise of Hitler, German fear of communism, anti-Semitism, and life in the ghetto. Thirty-one related activities are suggested which make use of visual aids. For example, students write a one-act play about the holocaust; make a slide presentation using candid photos expressing the theme of man's inhumanity to man; or examine art forms which developed as resistance art to what was occurring in Nazi Germany. A bibliography of 50 related books, five records and tapes, nine films, and six filmstrips is provided. (AV)

ED 135 729

SO 009 869

Hansen, Kristin A. And Others

Geographical Mobility: March 1975 to March 1976. Current Population Reports, Population Characteristics, Series P-20, No. 305.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jan 77

Note—125p.; Not available in hard copy due to small print of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.55)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Demography, *Migration Patterns, *Mobility, Population Distribution, *Population Trends, Reference Materials, *Relocation, Residential Patterns, *Social Influences, Statistical Data, *Tables (Data)

Identifiers—*United States

Statistics show aspects of geographical mobility of individuals within the United States from March 1975 to March 1976. Most of the estimates are based on data collected by the Current Population Survey. An initial section discusses general trends which the data indicate. For example, the rate of residential mobility in the United States is high by international standards, although it seems to be declining. In 1975-76, non-metropolitan parts of the country seem to have gained population from metropolitan areas. A clear relationship between labor force status and mobility status is shown. Occupation shows a somewhat less consistent relationship to mobility status. A person's educational attainment appears to influence the likelihood of migration, as do the presence and ages of children in a family. The majority of the document is comprised of 47 tables of statistics. Sample titles are General Mobility, By Sex and Single Years of Age; Central City Mobility for Families, By Sex of Family Head and Age; and Detailed Mobility, Immigrants, and Outmigrants, By Region and Race. An appendix contains definitions and explanations of terms such as "primary individual" and "poverty status," as well as a discussion of source and reliability of the estimates. (AV)

ED 135 730

SO 009 872

Metsker, Carol J.

Attitudes of Elementary Teachers toward Valuing Education in the Classroom.

Pub Date Nov 76

Note—23p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Analysis, Educational Research, Elementary Education, *Moral Development, Questionnaires, Research Methodology, *Surveys, Tables (Data), *Teacher Attitudes, Teacher Characteristics, *Values

Identifiers—Colorado

Methods and results are described of a study to determine if elementary classroom teachers in Colorado (1) have knowledge of the valuing education process; (2) have a preference for teaching values as opposed to values clarification, other valuing processes, or moral reasoning; and (3) can define the terms values and valuing. Ninety-two teachers participated in the survey, for which a special questionnaire was developed. The questionnaire was designed to obtain information on teacher background, definition and preference of the terms values and valuing, agreement or disagreement with ten statements representing possible teaching strategies about values, and identification of significant researchers such as Kohlberg, Simon, Shafel, and

Olsen and Parsley. Results indicate that respondents have little knowledge of currently well-developed conceptual approaches to teaching valuing and of the names of theorists working in the area of values education with the exception of values clarification. However, 79% believe children should be taught values; 84% believe children should have knowledge of a valuing process; and 92% believe children should be helped to clarify values. One limitation of the study was the emphasis on memorized facts in the questionnaire. That aspect may not have allowed respondents to indicate knowledge of methodology in the field of values education. The questionnaire is included as an appendix. (Author/AV)

SP

ED 135 731

SP 010 776

The Role of Physical Education and Sport in the Education of Youth in the Context of Life-long Education.

International Council of Sport and Physical Education, United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Apr 76

Note—37p.; Document prepared for the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (UNESCO House, April 5-10, 1976); For related documents, see SP 010 776-778

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Athletics, Conference Reports, Continuous Learning, *Educational Development, Global Approach, *International Studies, *Lifetime Sports, *Physical Education, Relevance (Education), Youth

This document was prepared to serve as the main working paper for the UNESCO First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, and identifies problems and trends of physical education in relation to the field of education in general. The document is divided into four chapters, examining: (1) the present situation of physical education and sport; (2) actions that might be recommended by the concept of life-long education and sport in education for increasing the role of physical education and sports as a whole; (3) steps that might be considered to solve problems existing at the national level; and (4) aspects of regional and international cooperation viewed as a means of contributing to the improvement of physical education and sport. Supporting documentation for the document was drawn largely from replies by member governments to a questionnaire sent by UNESCO concerning present conditions and trends in the field of physical education and sports at the national and international level. (MB)

ED 135 732

SP 010 777

The Role of Physical Education and Sport in the Education of Youth in the Context of Life-long Education. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—57p.; Report of First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (UNESCO House, April 5-10, 1976); For related documents, see SP010776-78

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Athletics, Cooperative Planning, *Government Role, Human Development, Interdisciplinary Approach, *International Educational Exchange, Leisure Time, *Lifetime Sports, *Physical Education, *Physical Fitness, Physical Recreation Programs, Youth

This document is the final report of the first international conference of ministers and senior officials responsible for physical education and sport. The conference studied the following subjects: (1) the present situation of physical education and sport in the education of youth; (2) the role to be played by physical education and sport in the education of youth in the perspective of life-long education; (3) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport; and (4) international co-operation for the promotion of physical education and sport. The conference was attended by 101 Member States

and Associate Members, observers from one non-Member State, three intergovernmental organizations, and sixteen international non-governmental organizations. Included are the reports of two commissions and the recommendations of the conference. Appendices include the agenda of the conference, addresses delivered at the conference, documents and exhibits presented, and lists of participants, the secretariat and officers of the conference. (JD)

ED 135 733 95 SP 010 778

McNeely, Simon A. And Others
Current Conditions and Perspectives in Physical Education and Sport in the United States of America. A Report to the United Nations Educational, Scientific and Cultural Organization by the United States Office of Education.

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 1 Jan 76

Note—503p.; Document prepared for the First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth (UNESCO House, Paris, April 5-10, 1976); For related documents, see SP 010 776-778

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Administrative Organization, Athletics, Curriculum Development, Educational Objectives, *Educational Trends, International Organizations, International Programs, National Programs, *National Surveys, *Physical Education, Physical Education Facilities, Professional Training, Questionnaires, *State of the Art Reviews

Identifiers—UNESCO, *United States

This document is the United States Office of Education response to a questionnaire prepared by UNESCO soliciting information on the conditions of physical education and sports in the United States for presentation in a conference working paper for the First International Conference for Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth (April 5-10, 1976). The questionnaire is divided into two sections: (1) "Current Conditions in Physical Education and Sport," concerned with programs offered at the present time; and (2) "Alternatives and Perspectives for Physical Education and Sports, 1976-1980," describing alternatives recently adopted or under consideration. Section one examines current conditions in the United States under the headings of "Physical Education," "Sports in the Schools," and "Sports Out-of-School," detailing the aims and objectives, structure, curriculum, methods, personnel, professional preparation, facilities, research, and evaluation current for each of the headings. Section two of the questionnaire response analyzes alternative policies, legislation, and practice adopted recently or considered for adoption in the near future for national programs and programs for international cooperation. Seventeen appendices are attached and include the UNESCO questionnaire, statements, and guidelines for physical education philosophy, state regulation summaries, programs of physical education for the handicapped, national norm reports, informal statements on various state programs, and a file classification list of backup materials for the report. (MB)

ED 135 734 95 SP 010 780

Goddu, Roland Ducharme, Edward
Implications for Subsequent Conferences: Suggestions Drawn from Critique Information and Similar Experiences. No. 151.

Nebraska Univ., Omaha; New England Program in Teacher Education, Durham, N.H.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Oct 76

Contract—300-76-0228

Note—23p.; For related document, see SP 010 781

Available from—University of Nebraska at Omaha, Center for Urban Education, 3805 North 16th Street, Omaha, Nebraska 68110 (\$2.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conferences, *Meetings, National Programs, Organizations (Groups), *Participant Satisfaction, Program Content, Program Effectiveness, *Program Evaluation, Program Improvement, *Program Planning, Symposia, Workshops

Identifiers—*Teacher Corps

This paper was prepared to advise the Teacher Corps/Washington Management Team about the 1976 National Conference. The following questions were used to organize the body of the report: (1) Why a conference? (2) Why certain sessions? (3) Why certain participants? (4) Why certain presenters? and (5) What imperatives should direct planning and design? In answer to the first question, it is suggested that the Conference program be clear in focus, be accountable to a stated purpose, and be supportive of the needs of the persons involved in the Conference. In response to the second question, a conference activity sequence is proposed that allows presenters to have a more precise notion of expectations about what they are asked to do and why, and allows participants to know where they are in a discrete process and have a better idea of where and when to schedule social and recreational activity to enhance learning. Discussion of the third question reports that the relation of audience of the Conference to actual program offerings is not clear to the participants or the presenters and that the basis for inclusion or exclusion of content or persons is also unclear. Who is to be served and in what way is the question individuals, presenters, and projects need clearer signals about. The answer to the fourth question is that the choice of presenter should follow from what Teacher Corps determines participants should learn and what participants are told they will learn. In reply to question five, nine suggestions are presented for planning and design. (MM)

ED 135 735 95 SP 010 781

Goddu, Roland Ducharme, Edward
Report to Teacher Corps Personnel on the 10th and 11th Cycle Teacher Corps Developmental Conference (July 18-23, 1976). No. 150.

Nebraska Univ., Omaha; New England Program in Teacher Education, Durham, N.H.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Oct 76

Contract—300-76-0228

Note—70p.; For related document, see SP 010 780

Available from—University of Nebraska at Omaha, Center for Urban Education, 3805 North 16th Street, Omaha, Nebraska 68110 (\$7.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Conferences, *Meetings, Organizations (Groups), *Participant Satisfaction, Program Content, *Program Evaluation, *Program Improvement, Program Planning, Symposia, Workshops

Identifiers—*Teacher Corps

This is the final in a series of evaluative documents on the 1976 Teacher Corps Conference. It is based on an extensive review of the information submitted on pre- and post-conference assessment forms, on individual session forms, on project team forms, and on extensive and numerous written comments. The focus of the critique was to analyze the utility of the conference for project teams in learning about (a) Teacher Corps, (b) expectations about roles, (c) improved or additional content for projects, (d) products that could be used only by the project, and (e) procedures that should be used by individuals and projects. Ten recommendations summarize the findings: (1) The National Conference should last no more than four days; (2) Specific learning and consolidation activities must be provided for all; (3) Projects and individuals should be told that they are expected to arrange their own time to allow for planning, thinking, talking, and reflecting; (4) The National Conference should provide sessions to assist projects in designing follow-up activities that are beyond typical discussion and meeting modes; (5) The parity of the Community in project planning, implementation, curriculum development, evaluation, and documentation needs to be made more visible, even at the risk of decrease in professional content; (6) The Conference should continue to invite controversial and trend-setting presenters; (7) The purposes and design of the conference should be reiterated often; (8) The conference should continue its extensive documentation and evaluation processes; (9) Presenters should be aware of the intent of the conferences; and (10) the conference should exist. (MM)

ED 135 736

SP 010 782

Landrith, Harold E.

Systems Approach to Evaluation.

Pub Date 77

Note—24p.; Paper presented at the American Association of Colleges for Teacher Education Conference (Chicago, Illinois, March 1-4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Legislation, Evaluation Criteria, Evaluation Methods, *Instructional Improvement, *Personnel Evaluation, *Systems Approach, *Teacher Evaluation

An effective personnel evaluation system should contain ten components: (1) an introduction including the selection and composition of the committee that develops the program and the procedures used in its development; (2) a philosophy of evaluation based upon an assessment of the teaching environment of the district; (3) a listing of the purposes of the evaluation and the goals these purposes purport to accomplish; (4) a scope—the personnel to be evaluated, the evaluators, length of the evaluation session, and frequency of evaluations; (5) criteria for assessing competencies including what is to be considered in the evaluation; (6) a schedule including a timetable indicating dates for orientation pre-conference, formal evaluation, post-conference, and appeal; (7) procedures for appeal including how the appeals committee is to be determined and the procedures for appealing the results of an evaluation; (8) administration—retention, disposition, and security of the completed evaluations, responsibilities of the evaluators, and alternate methods of evaluation if available; (9) the evaluation instrument—an explanation of the rating scale and each item on the evaluation instrument, a copy of the instrument, and provisions for indicating both strengths and weaknesses of the evaluatee; and (10) in-service and follow-up—suggested ways of improving weaknesses, a timetable for reevaluation, and criteria used in the reevaluation. Each of these components is described and detailed in a flow-chart; and a sample schedule and case study are included along with various evaluation forms. (MM)

ED 135 737

SP 010 783

Landrith, Harold E.

Systems Approach to In-Service Education.

Pub Date Feb 77

Note—15p.; Paper presented at the annual meeting of the Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Inservice Programs, *Inservice Teacher Education, *Instructional Improvement, Professional Education, *Program Design, *Systems Approach, *Teacher Evaluation, Teacher Improvement

A carefully planned inservice education system should contain the following components: (1) Introduction: Committee Involvement. The system should be developed by a committee representative of the various levels of personnel who participate in the program and selected by prospective participants. (2) Philosophy. The inservice program should be based on a philosophy that has been approved by the district and that indicates the relationship between preservice and inservice education and recognizes means of assessing individual and group strengths and weaknesses. (3) Purposes and Goals. A major goal should be the acquisition of competencies needed to cope with professional tasks more successfully. (4) Design. The program should provide a wide variety of opportunities for personnel to meet individual and group training needs, should be cooperatively designed by the individual and the designated training personnel, should provide opportunities for individuals to identify their needs and develop appropriate programs in response to these needs, and the school district should have the resources to provide adequate professional training in the program. (5) Criteria for Assessing Needs. The program should provide for an objective assessment of individual and group needs and arrange these according to priorities for the long and the short term. (6) Administration. The system should indicate the role and responsibility of each participant in the development of individual programs, should provide a timetable showing the schedule for individual and group activities, and should reflect the systematic and continuous nature of professional development.

(The interrelationship of these seven components is illustrated with a case history.) (MM)

ED 135 738 SP 010 788

National Issues in Education Professions Development. Fall 1976.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date 76

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Legislation, Educational Policy, *Federal Legislation, *Federal Programs, Policy Formation, Political Issues, *Professional Education, Professional Training, *Teacher Education

Identifiers—*Education Professions Development Act

This report presents views on issues facing policymakers as they consider changes in federal support for the training and retraining of teachers and staff in America's schools and colleges. It is organized in three sections. The first is a brief history of the Education Professions Development Act (EPDA) of 1967 which sketches legislative backgrounds, the renewal scheme, and the EPDA summative evaluation. The second section presents seven national issues in education professions development: (1) centralization vs. decentralization; (2) evaluation, oversight, and advisory councils; (3) strengthening the science of teacher education; (4) the politics of governance in teacher education; (5) the economics of teacher education—who pays, who benefits; (6) the demographics of teacher education—changing needs; and (7) additional unresolved issues. The third section provides concluding remarks. Appendix A lists categorical federal programs for training educational personnel; Appendix B explains and lists federal programs providing for professional development. (MM)

ED 135 739 SP 010 790

Roos, Marie C. And Others

ON-SITE: Oklahoma Nucleus for School Involvement in Teacher Education.

Pub Date 76

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affiliated Schools, College Supervisors, Cooperating Teachers, Preservice Education, Schools of Education, Student Teachers, *Student Teaching, *Teacher Centers, *Teacher Education, *Teacher Education Curriculum, *Teaching Experience

Identifiers—Oklahoma (Stillwater), Oklahoma State University

ON-SITE (Oklahoma Nucleus for School Involvement in Teacher Education), an innovative teacher education program, is a cooperative effort between the College of Education at Oklahoma State University (OSU) and the Stillwater Public Schools (SPS). The program was initiated in 1973 and is maintained as a free partnership whose program development is based on the accommodation of the needs and goals of both OSU and SPS. ON-SITE provides early and intensive involvement in elementary education through a three-semester program for university students with junior standing. Participants have the opportunity to work with four different cooperating teachers at different grade levels (K-8) and in different schools in Stillwater. The program provides for a variety of learning experiences related to classroom instruction and management—a designated amount of time is provided for both methods classes and classroom participation. Completion of the program qualifies graduates for the Standard Elementary Certificate (K-8). Students spend six hours per week in elementary classes for two semesters, prior to student teaching, and are expected to work in small groups and with individual pupils under the supervision of both the cooperating teacher and the university supervisor. At the conclusion of the program, participants will have completed 180 clock hours of classroom observation/participation and nine credit hours (12 weeks) of student teaching. Appendices contain: (1) schedules; (2) evaluation forms; (3) certificates of accomplishment; (4) teacher certification at OSU; (5) application for admission to student teaching; (6) suggested activities; and (7) a description of ON-SITE. (MM)

ED 135 740

Yeager, Charles M.

The Black Child's Self-Concept Within the School Context.

Pub Date [73]

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Economic Status, Family Background, Fatherless Family, Human Dignity, *Integration Effects, *Negro Students, Public Schools, *Racial Integration, School Integration, *Self Concept, *Self Evaluation, *Student Teacher Relationship

This study reports on some educational aspects of the black child's self-concept. The data support a view that there is a statistically significant correlation between the child's self-concept and the teacher's view of him. It also indicates that father absence is more dysfunctional to children born in the North than the South and that school Socio-Economic-Status (SES) is related to the child's self-view. Issues raised for further research are: (1) Is age more important than achievement relative to classmates in determining self-concept? (2) Is it the SES and racial composition of the school or the change in the child's experience of these two variables that has the greatest effect on the child? And (3) If integration depresses self-evaluation, will a period of time in a consistently integrated setting neutralize this effect? Appendixes contain graphs illustrating differences between the child's evaluation of himself and the evaluation of his teacher in varying contexts. A bibliography is attached. (Author/JD)

ED 135 741

Glick, Irvin David

Student Teachers as Change Agents — A Question of Expectations, Roles, and Settings.

Pub Date 75

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Responsibility, *Change Agents, *Decision Making Skills, Educational Innovation, Preservice Education, *Role Perception, Role Theory, *Student Teachers, *Vocational Maturity

This monograph discusses the question of whether or not student teachers can be effective agents of change in the institutions where they are actively involved. Change agents are defined here as personnel who have the authority and leadership ability to carry out a broad range of programs for growth in the school. While the student teacher lacks the maturity to act in this capacity, there are certain areas in which he/she may be effective in developing new perspectives. These areas are in the realm of curriculum design, fields where the student teacher has had previous experience, and in a team teaching situation. (JD)

ED 135 742

Mahan, James M.

Research and Reflections on Immersing Mainstream Student Teachers in Non-Mainstream Communities.

Pub Date Feb 77

Note—28p.; Paper presented at the 57th Annual Meeting, Association of Teacher Educators (Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Indians, Black Community, Community Involvement, *Cross Cultural Training, Educational Innovation, Mexican Americans, *Minority Groups, *Preservice Education, Program Content, Program Evaluation, *Student Teaching, Teacher Education

This paper argues that, with the demise of the "melting pot" theory of education, teacher educators are faced with the challenge of providing cross-cultural preparation for preservice teachers of the cultural majority who wish to serve minority populations. Four Indiana University projects are described in which student teaching segments have been arranged in American Indian, Latino, rural, and inner-city nonmainstream cultural settings. The programs involve special language requirements (Navajo, Spanish); exposure to cultural aspects of the local population through reading, films, seminars and workshops; and varying requirements for on-site involvement with community agencies prior to teaching in the classroom. Supervision of the student teachers is done as far as possible by local site people who are members of the same ethnic group as the

SP 010 791

majority of the school students. A survey of project characteristics and participant views is presented, including enrollment and completion data, participant educational attitudes, pre and post involvement in the participant community, participant evaluation of the program, anticipated and actual student teacher satisfaction, site receptivity, and local evaluation of participants. Outcomes of the program are examined from the viewpoints of change in student teacher perceptions of ethnic group social and educational opportunities, employment rates of program graduates, and retrospective program evaluation by graduates. Conclusions are presented on the program's relevance, effectiveness, and future development. (MB)

ED 135 743

Easterly, Jean L.

Individualizing Social Studies Through Simulation Gaming.

Pub Date Feb 77

Note—13p.; Paper developed from workshop presentation at Association of Teacher Educators Conference (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Decision Making, *Educational Games, *Game Theory, Individualized Instruction, *Instructional Innovation, Motivation Techniques, *Simulation, *Social Studies, Sociodrama, Teaching Methods

Simulation gaming is an instructional technique, uniquely suited to enhance the repertoire of the social studies teacher. As its name suggests, simulation is anything that recreates reality. A game, on the other hand, is an activity in which (1) participants agree to abide by a set of expectations in order to create an experience and (2) inefficient means of reaching goals are frequently incorporated into the rules. Thus, participants in a simulation game are thrust into an environment that is governed by rules and operates in a manner similar to the way in which the real world operates. As a way of individualizing instruction, simulation gaming offers an exciting alternative for social studies teachers: (1) During a simulation game learning is self-motivated, self-directing and self-rewarding; (2) Simulation gaming provides an environment that is capable of adapting itself to the needs of individual students; (3) By emphasizing the debriefing process, simulation gaming provides an opportunity for the experience of the game to be perceived and expressed in a variety of ways by a wide range of distinctively different people. (JD)

ED 135 744

Norfleet, Morris Burkett, Leonard

Media Utilization by Teachers of Appalachian Kentucky.

Morehead State Univ., Ky.

Pub Date [73]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Research, *Elementary School Teachers, Enrichment Programs, *Information Sources, *Instructional Media, Media Research, *Media Selection, Professional Continuing Education, Reading Material Selection, *Rural Areas, *Secondary School Teachers, Teacher Attitudes, Teacher Characteristics, Use Studies

Identifiers—*Appalachian Kentucky

In Appalachian Kentucky, the adoption rate of new ideas and new practices in education tends to be slower because of the provincialism and isolationism of the region. The objectives of this study were to determine which of the media—radio, television, or reading material—is used most frequently by the elementary and secondary teachers in Appalachian school systems. Also studied were the types of programs and reading materials used by teachers, prime radio listening and television viewing times, proportion of professional readings to total readings, and the types of reading materials available to teachers. Seven conclusions were drawn from a survey of teachers: (1) Television ranks first in utilization, reading second, and radio third, both in general utilization and utilization with an education emphasis; (2) Prime radio listening time is early morning and television viewing time, early evening; (3) In radio, television, and reading, teachers utilize general type programs more than those of an educational nature; (4) In educational readings, teachers prefer general readings to

research readings; (5) Teachers with greater amount of education read more educational literature; (6) Teachers with elementary preparation listened to more educational radio and viewed more television, both general and educational, than did those with secondary preparation. Those with secondary preparation did most general reading; (7) Teachers with fewer years of teaching experience view more general television, and the more experienced teachers utilize more educational radio, educational television, and professional readings. (JD)

ED 135 745 SP 010 798

Perry, Constance M.

Group Interaction Analysis for Improvement of Classroom Discussion.

Pub Date [74]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Discussion (Teaching Technique), *Discussion Experience, *Group Discussion, Interaction, *Interaction Process Analysis, Leader Participation, Participant Characteristics, *Participant Involvement, *Role Perception

In order to improve the quality of classroom discussion, Group Interaction Analysis (GIA) is suggested as a means of increasing an individual's awareness of the role he assumes in group discussions. GIA is a systemized technique involving the observation of both beneficial and non-beneficial discussion activities. These activities are: (1) fact stating; (2) questioning; (3) offering opinions; (4) accepting; (5) disagreeing; (6) summarizing; (7) leading; (8) holding; (9) jumping in to fill a void; (10) interrupting; (11) all talking at once; and (12) silence. The GIA technique can be used in two ways. For the first, each group member can be assigned a number by the observer and listed on a grid opposite the above twelve categories. At ten-second intervals, a check is made according to which group member is speaking and what category his speech fits into. At the finish, the total interaction during the discussion is recorded. Each group member may thus be made aware of what his role in the discussion was and the group can see the course of the entire discussion. The second use for the GIA is applicable if the leader of the discussion wishes to analyze his interaction in comparison to the rest of the group. The leader is assigned number one and all other members are grouped as number two. This method clearly shows if the discussion is dominated by the leader. The value of GIA lies in making participants aware of what interaction has occurred. It is then up to participants to examine the analysis and, if not satisfied, work toward change. (MM)

ED 135 746 SP 010 799

Beach, Don M. Reinhartz, Judy

An Experimental Program in Field-Based Pre-student Teaching Experiences.

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, *Education Majors, *Field Experience Programs, Personal Growth, *Preservice Education, Professional Training, *Teacher Aides, *Teacher Education Involvement of pre-student teachers in a field-based teaching experience organized by the University of Texas at Arlington produced personal and professional growth in the affective domain in over half of the participants. Those education majors who elected to join the program were required to assume the role of teacher aides in a public school classroom each week. Duties included serving on lunchroom duty, organizing and supervising physical education activities, remedial tutoring, laboratory work, and some classroom lesson planning and presentation. A post-assessment revealed attitudinal changes involving interest in the profession, acceptance of pupil differences and learning styles, and sensitivity to the needs and feelings of each pupil. (MB)

ED 135 747 SP 010 800

Beach, Don M. Mosley, Jo

A Base for Building Professional Competence: The Fort Worth Teacher Center.

Pub Date Feb 77

Note—11p; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Consortia, Field Experience Programs, Financial Support, Inservice Teacher Education, *Interinstitutional Cooperation, *Organizational Development, Preservice Education, Professional Continuing Education, *Program Descriptions, Student Teachers, *Teacher Centers, *Teacher Education Identifiers—Texas (Fort Worth)

This document presents an overview of the objectives, organization, and modes of university participation in the Fort Worth, Texas, Teacher Center. The Center was initiated with four objectives in mind: (1) to improve both participating schools and the education of teachers through field-oriented experiences; (2) to develop a viable educational enterprise involving a public school district, an educational service center, teacher training institutes, and the community; (3) to set up a plan for curriculum and staff development; (4) to develop a program for integrating the Professional Competence in Teaching concepts. The Center operates through an Advisory Council composed of representatives of the Fort Worth School District, Professional Teachers Association, classroom teachers, mayor's council, community members, higher education institutes, and student teachers. The Center serves in a cooperative capacity to improve teacher education through preservice and inservice meetings. University participation includes the placement of several hundred students in community classrooms in observation, volunteer worker, and teacher aide positions, and also through university classes meeting in the school buildings, utilizing local teachers as resource persons. Appended to the paper is a diagrammatic representation of the organization, membership components, and field activities. (MB)

ED 135 748 SP 010 801

Jacko, Carol M. Karmos, Ann H.

The University Supervisor: What Place in Academe?

Pub Date Feb 77

Note—8p; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Supervisors, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Measurement Instruments, *Role Perception

Because the role of university supervisor of student teachers differs from that of the typical on-campus instructor, the evaluation of university supervisors for tenure and promotion is often difficult. One criteria for tenure and promotion universally accepted in academe is that of teaching expertise. The authors designed an evaluation form that met the format requirements of the university-wide evaluation of teaching used at Southern Illinois University at Carbondale, yet contained items that reflected the unique role of the university supervisor. This Center Coordinator Evaluation Form, presented in the paper, consists of a single sheet, varying for each of the three groups responding—student teachers, cooperating teachers, and public school administrators. The items are printed on mark-sensitive paper with open-ended questions on the back. A Likert-type scale is used for the response options. Each individual supervisor receives a computer printout of the results. A computer printout of the combined data of the program is also provided. The Center Coordinator Evaluation Form is now the vehicle for evaluating university supervisors at Southern Illinois University. (Author/MB)

ED 135 749 SP 010 802

Nist, Joan Stidham

Aspects of In-Service Education in England.

Pub Date Feb 77

Note—19p; Paper presented at Annual Meeting of Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Development, Educational Change, Foreign Countries, *Helping Relationship, *Inservice Teacher Education, Peer Counseling, *Professional Continuing Education, *Relevance (Education), *Teacher Centers, Teacher Responsibility Identifiers—*England

This paper outlines the growth and development of teacher centers in England. These centers grew out of a general dissatisfaction on the

part of classroom teachers with existing inservice programs. It was the feeling that certain priorities for teachers were being overlooked, such as methods of dealing with learning difficulties, class organization, developing curriculum, using space wisely, finding new teaching materials and, in general, handling the day-to-day functions of the classroom. Out of these dissatisfactions the English teacher centers gradually took shape. Teachers felt the need to meet as equals for intellectual cross-fertilization, exchange of ideas and practices, and social relaxation. The English teacher center is a flexible and relaxed place where there is an easy flow of new ideas. Emphasis is placed on helping and supporting new teachers who are just beginning their classroom experience. The center has become, in effect, a special assisting branch of inservice education. (JD)

ED 135 750 SP 010 803

Henneberry, John K.

Proctor Personality Characteristics and Effectiveness in a PSI Course.

Pub Date Sep 76

Note—6p; Paper presented at the Annual Convention, American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Instruction, *Evaluation Criteria, *Individual Characteristics, Personality Assessment, *Personality Tests, Personnel Selection, *Proctoring, *Success Factors

Analysis of data indicates that there are no statistically significant personality variable differences between (1) proctor candidates versus all the students who did not apply and (2) between students selected to be proctors compared to those not selected. Academic variables seem to be the determining factor in both application and selection. But both academic and personality factors are positively related to proctor success, based on the use of average gain quotient as the effectiveness criterion. Flexibility, a sense of personal adequacy, the ability to cope with test-taking anxiety, and comfortableness in interactions with peers of both sexes seem to be useful criteria in the selection of proctors. (MB)

ED 135 751 SP 010 804

Rubin, Louis

The Reformation of Schooling.

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, *Educational Change, *Educational Policy, Educational Programs, *Educational Responsibility, Evaluation Needs, Futures (of Society), Research Design, *Research Needs, *Research Problems, School Role, Social Development

The necessity for reforming public education is evidenced in part by the failures of past programs and in part by the requirements of the future. The anti-school mood of the present is forcing a more realistic evaluation of the potentiality education possesses in counteracting the disintegrative forces of family breakdown, individual deprivation, economic disturbance, etc., yet the mystique of education's power remains: sensible policies should produce problem-free schools, in turn producing social order. However, formulation of effective policy is hindered by lack of consensus on educational aims, by the intricacy of the educational process, by multiple causation phenomena, and by a human over-reliance upon simplistic solutions. A major problem in educational reform is that it cannot indeed be done on a strictly rational basis: the conception of the problem dictates the nature of the solution—if the portrayal of the problem is erroneous, then the solution will also be. Educational policy might benefit from an effort to reconceptualize the basic problems, but, again, the obstructions to rational reconstruction are many: vicissitudes of fate, the fickleness of human aspirations, and a lack of acuteness in matters of judgemental arbitration. Future strategy may best be described in terms of unconventional uses of the conventional: the development of skills for coping with rapid change, for vocational growth and personal maturation, the evolution of year-round, life-long learning programs, the integration of technological advances into the instructional process. Educational research must serve educational reformation by producing quasi-experimental designs open to evaluation, rather than offering "fail-

proof" solutions. Various dominant themes, identified by Bronfenbrenner, Fuller, Salk, and Boulding, might serve as starting points for such research development. (MB)

ED 135 752 SP 010 805

Rubin, Louis

The Societal Future and Teaching.

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Alternatives, *Educational Assessment, Educational Change, Educational Research, *Effective Teaching, *Futures (of Society), *Inservice Teacher Education, Prediction, Relevance (Education), Social Change, Social Indicators, *Teacher Responsibility, Trend Analysis

This report deals with the special kinds of adaptive changes which may be demanded of teachers in a changing society. In discussing future inservice teacher education, certain needs are identified and enlarged upon. Emphasis is placed upon the following objectives: (1) the need to develop among youth the skills associated with problem-analysis and problem-solution; (2) the need to develop, throughout the curriculum, a high degree of social awareness; (3) the need to deepen students' understanding of participatory democracy, commitment to its ideals, and a sense of moral and civic responsibility; (4) the need to strengthen students' values and priorities, with respect to personal and public good; (5) the need to instill greater optimism regarding the human capacity to overcome social difficulties and heighten the quality of life; (6) the need to nurture, in every student, a clearer perception of how one's personal future can be shaped. Ways and means of encouraging teachers to develop professionally and improve their teaching skills with the above goals in mind are discussed. (JD)

ED 135 753 SP 010 807

Obersteuffer, Delbert

Concepts and Conventions.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 77

Note—274p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$10.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, *Educational Philosophy, Health, *Health Education, Health Programs, Mental Health, *Physical Education, Physical Fitness, Physical Health, Sex Education, Teacher Education

This collection of speeches, papers, and essays divides into three sections: "Some Challenges Accepted," "School Health Education," and "Physical Education." The section on school health discusses such topics as: the school as a force for health; philosophy and principles of school health programs; health as motivation; sex education; appraisals of health education; health instruction; mental health of children; challenges for professionals; and guidelines for teacher preparation. The section on physical education covers: a holistic point of view for physical education; idealism and its meaning for physical education; the relation of principles to practice; physical education in higher education; learning from people's culture; administrative concepts; contributions of physical education to the educated life; the meaning of "education"; role of physical education in health and fitness; learning values from sport; discovery of personal values; the culture of sport; and physical education as a rich experience. (MM)

ED 135 754 SP 010 808

Lee, Mabel

Memories of a Bloomer Girl.

Pub Date 77

Note—381p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$12.50)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Autobiographies, Career Choice, Dance, Health Education, *History, Lifetime Sports, *Physical Education, Physical Fitness, *Women Professors, *Women Athletics, *Womens Education

Identifiers—*Lee (Mabel)

This book is an autobiographic account of thirty years spent in the field of physical education. Relating her personal experiences from her student days at the turn of the century through her years as a physical education teacher, the author traces the history of women's involvement in sports and health education and their contributions to this field. (JD)

ED 135 755 SP 010 809

Metheny, Eleanor

Vital Issues.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 77

Note—180p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$9.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Development, *Health Education, *Historical Reviews, Humanistic Education, *Physical Education, Physical Fitness, *Speeches, Womens Athletics, Womens Studies

Identifiers—*Metheny (Eleanor)

This publication contains nineteen speeches delivered over a thirty-year period of involvement by the author in health, physical education, and recreation activities. Grouped under time-related headings, the speeches deal with: (1) "Active Bodies," two speeches (1942, 51) reflecting a World War II and Korean War concern with a healthy, prepared citizenry; (2) "Perceptive Minds" and "Sport and Dance," a group of ten speeches (1950-71) with a "whole person" viewpoint, concerned with affective, sensory, perceptual, cognitive, symbolic and "meaningful" aspects of physical education; (3) six speeches delivered between 1950 and 1959 dealing with women's liberation, professional progress, and change dynamics, grouped into "Women in Action" and "Propositions." The concluding speech, "People Make Ideas Happen" (1970) reviews the history of American physical education. (MB)

ED 135 756 SP 010 810

Foster, John

The Influences of Rudolf Laban.

Pub Date 77

Note—184p.

Available from—Lepus Books, Henry Kimpton Ltd., 7 Leighton Place, Leighton Road, London NW5 2QL (5.00 English Pounds)

Document Not Available from EDRS.

Descriptors—*Biographies, *Dance, *Educational Philosophy, *Educational Trends, Foreign Countries, Motion, *Physical Education, Teacher Education

Identifiers—England, *Laban (Rudolf), Motif Writing, *Movement Education

Rudolf Laban has influenced the introduction and development of modern educational dance as well as general education. Much of the available material concerning Laban is arts oriented; it is concerned with dance as an art form and is not focused towards the educational uses of Laban's ideas. This volume attempts to present materials relevant to the influences that his methods have had on education, in particular, physical education, in schools and colleges of education. Although it is not primarily a biography, much information is presented about Laban himself—a curious and magnetic personality whose life and influence spanned most of the artistic and avant-garde movements of this century—and his life and thought are detailed through the eyes of those who knew him. Special reference is drawn to his influences on education in Britain. Three appendices include: principal correspondence received from Oscar Biez; other studies of the work of Laban with particular significance for this inquiry; and a list of published works of Rudolf Laban prior to 1938. (MM)

ED 135 757 SP 010 811

Watts, Elizabeth

Towards Dance and Art: A Study of Relationships Between Two Art Forms.

Pub Date 77

Note—110p.

Available from—Lepus Books, Henry Kimpton Ltd., 7 Leighton Place, Leighton Road, London NW5 2QL (3.80 English Pounds)

Document Not Available from EDRS.

Descriptors—*Art, *Art Expression, *Dance, *Fine Arts, *Kinesthetic Perception, *Painting, Perceptual Development, Perceptual Motor Learning, Sensory Experience, Visual Literacy, Visual Perception

Identifiers—Chimpanzees, Pollack (Jackson)

This book explores the relationships between movement and painting in order to better understand the nature of any relationship between dance and the visual arts. It begins with a look at early movements made by the infant and how these develop with the child's increasing sensory awareness and muscular control. Some comparisons are sought between the child's first attempts to combine emotional and visual impressions in his drawings and the chimpanzee paintings studied by Desmond Morris. Some fundamental movement forms are shown to be common to both the child's and the chimpanzee's activities. In later chapters, visual expression and movement in older children are considered and explored in relation to the development of motor, emotional, and visual awareness. Common ground and differences between the child, the adult artist, and the dancer are sought and discussed in relation to motivation, imagery, and perception. This exploration encourages the reader to seek new ways of looking at familiar objects and to expand understanding of the common origin of the many varieties of human expression. Individual chapters are devoted to: drawing activities, kinesthetic motivation, images in drawing, images in movement, dance and art, the painter Jackson Pollack, and symbols. References and a bibliography are appended. (MM)

ED 135 758 SP 010 812

Gordon, Marshall

Perspectives on Problem Solving: Person versus Paradigm.

Pub Date Apr 77

Note—9p.; Paper presented at the annual meeting, American Educational Research Association (New York, New York, April 4-8, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Style, Discussion (Teaching Technique), Educational Strategies, *Education Majors, *Inquiry Training, *Instructional Design, Mathematics Instruction, *Methods Research, *Performance Factors, *Problem Solving, Student Centered Curriculum, Teacher Education

Identifiers—Dahmus (M E), Field Dependence Independence, Polya (George)

This study was designed to determine if there were certain aspects of cognitive/personality style that affected prospective teachers' choice of problem-solving paradigm and presentation of inquiry. Fifty-six undergraduate elementary education majors were given the Paragraph Completion Test, which measures conceptual level, and the Group Embedded Figures Test, which measures field-dependence-independence, along with a self-report instrument designed to measure choice of problem-solving method and presentation format. Results suggest prospective teachers' choice of problem-solving paradigm is affected by their conceptual level and field-dependence-independence. (Author)

ED 135 759 SP 010 813

Morreau, Lanny E.

Preparing Teachers to Elicit Behavioral Objectives from Students.

Pub Date Apr 77

Note—25p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Objectives, Discovery Learning, *Educational Objectives, Educational Planning, *Elementary Secondary Education, *Goal Orientation, Humanistic Education, Learning Experience, Objectives, *Open Education, Performance Criteria, Performance Factors, Stimulus Behavior, *Student Motivation

This paper describes an investigation of procedures by which teachers can elicit objectives from students. A programmed course was written to develop competencies related to behavioral goal-setting. Four open-school teachers from each grade-cluster (1-4, 5-8, 9-12) were randomly assigned to two groups. Each teacher interviewed and established two goals and measures with three randomly selected students.

After the experimental group completed the instructional program, both groups again interviewed three randomly selected students. The goals and measures were then independently rated by two judges. A review of mean scores indicated that while the pretest performance of the two groups was essentially the same, the posttest performance favored the experimental group. Analysis of individual scores indicated that each experimental teacher increased the number of measurable objectives elicited by two or more over the pretest; the largest gain of any control group teacher was an increase of one measurable objective. (Author/JD)

ED 135 760 95 SP 010 814

Salmon-Cox, Leslie Holzner, Burkart
Managing Multidisciplinarity: Building and Bridging Epistemologies in Educational R&D.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Mar 77

Note—22p.; Paper presented at the American Educational Research Association Annual Meeting (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Development, Educational Research, *Institutional Environment, *Integrated Activities, Intellectual Disciplines, *Interdisciplinary Approach, *Interprofessional Relationship, Organizational Communication, *Organizational Development, Organizational Effectiveness, Organizations (Groups), Professional Personnel, *Research and Development Centers

Identifiers—Learning Research and Development Center, University of Pittsburgh

The way in which integrated effort encompassing several epistemologies has developed in one organization is analyzed. The concern is to investigate under what conditions multidisciplinarity flourishes. The data base is a long-term, intensive case study of the Learning Research and Development Center (LRDC) of the University of Pittsburgh since its inception in 1963. Several aspects of the LRDC experience offer themselves as suggestions to others who would seek to construct a multidisciplinary organization. (1) In an environment that contains members of several professions or academic backgrounds, certain safeguards are required for those of "less scientific" fields. (2) There should be frequent attempts at communication among all groups. (3) Joint work is one of the best paths to multidisciplinarity. (4) Certain kinds of professionals and/or certain times in professional careers seem to lend themselves more easily to a multidisciplinary endeavor. (5) Ideal-type roles that embody characteristics of several disciplines can be encouraged as a prototype for the entire environment. (6) Certain organizational characteristics facilitate multidisciplinarity such as placing all groups on the same level in terms of the authority hierarchy or the sharing of personnel and other resources. (7) The multidisciplinary center and the department or school to which a faculty member also belongs must both participate actively in evaluations and decisions regarding promotions or pay raises. (8) Finally, it is necessary that a stable environment be encouraged that provides time and other resources for multidisciplinary knowledge production. (MM)

ED 135 761 SP 010 815

Mahan, James M. Harste, Jerome C.
Professional Judgment as a Criterion Variable in Pre-Service Teacher Education Research.

Pub Date 7 Apr 77

Note—13p.; Paper presented at the American Educational Research Association Annual Meeting (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Supervisors, *Educational Research, *Effective Teaching, *Participant Satisfaction, Peer Evaluation, *Preservice Education, Self Evaluation, Student Evaluation, *Student Teachers, Student Teaching, *Success Factors, Teacher Education

Identifiers—Purdue Student Teacher Opinionnaire

Data collected and analyzed in this study over a three-year period lend credence to the notion

that professional judgment is a reliable and stable criterion variable for teacher education research. Participants included 209 student teachers, 131 classroom teachers, and 27 university teacher trainers. Student teachers were ranked according to their teaching effectiveness by their supervising teachers, their university methods instructors and supervisors, their fellow student teachers, and by a self-rating procedure. Fourteen of fifteen correlations among the various effectiveness rankings were positive and statistically significant at the .01 level. The remaining correlation was positive and significant at the .04 level. Student teachers ranked as the most effective professionally tended to be the most satisfied with their field-based teacher preparation program. Student teacher satisfaction with their training program was measured through use of the Purdue Student Teacher Opinionnaire (PSTO). Supervising teachers expressed their perception of student teacher satisfaction by completing a Modified PSTO. There was considerable congruence between student teacher expressed satisfaction and teacher perception of the degree of student teacher satisfaction. (Author/MM)

ED 135 762 SP 010 816

Elardo, Richard
Implementing Behavior Modification Procedures in an Elementary School: Problems and Issues.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Apr 77

Note—27p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Change, Corporal Punishment, *Discipline Policy, *Discipline Problems, Elementary Education, *Elementary School Students, *Incentive Systems, Innovation, Merit Rating Programs, Motivation Techniques, Negative Reinforcement, *Positive Reinforcement, Rewards, Student Behavior, Student Participation

Identifiers—Arkansas (Little Rock), Little Rock School District AR, *Token Economy

This paper represents a report of a year-long case study of the implementation of a token economy in an entire elementary school. The effort was intended to provide teachers with an alternative to corporal punishment as a form of school discipline. In this report, both the successful and unsuccessful procedures are described in chronological fashion, and the reader can then trace the evolution of the school justice system that was the outcome of this project. While the nature of this applied project precluded the use of standard techniques for achieving experimental precision, it nevertheless provides many insights into the process of implementing laboratory-derived principles of behavior management into the regular public school environment. (Author)

ED 135 763 SP 010 817

James, Shirley M.
From Inservice to Implementation: The Integrated Language Arts Curriculum for Middle School Level Students.

Pub Date Jan 77

Note—9p.; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977) and at Conference on Innovative Teacher Education: Preservice and Inservice (Atlanta, Georgia, January 31, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Inservice Teacher Education, *Integrated Curriculum, *Language Arts, *Middle Schools, *Summer Workshops, Teacher Workshops

The author of this document found through independent research that many language arts teachers had background information in the area of integrated programs but were largely unable to follow through in constructing and implementing such a program. In order to both increase background knowledge and aid in developing methods of application, the author conducted a summer workshop, meeting four hours per day for five and one-half weeks at a local middle school, using instruments that revealed to the individual teacher the extent of background knowledge and the strengths and weaknesses of prior professional experience. Following the use of the test, a one-to-one conference was held to

reach decisions regarding the teacher's needs, and learning objectives were determined. Each session began with a group meeting (discussion study material) and lectures and demonstrations. Following a coffee and shoptalk break, each teacher worked individually or in small groups while the professor talked individually with each participant. Outside resource persons and off-site work were also utilized. Class participation in a state-level conference on teaching language arts was attended as a professional improvement project. Summative conferences were held with each participating teacher, during which techniques for implementing materials and curricula prepared during the workshop were discussed. The final day of the workshop consisted of a share-and-borrow exhibit, in which participants studied each other's completed work and implementation plans. Although no hard data on the effects of the workshop exist, changes in background information level and evidence of actual successful application of that knowledge in middle grade/middle school level classrooms do indicate that the workshop was successful in meeting its objectives. (MB)

ED 135 764 SP 010 818

Auger, Keith And Others
Experiencing Conceptual Growth Through Studying Teaching and Learning.

Pub Date Feb 77

Note—18p.; Prepared for presentation at the Annual Convention of the Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conceptual Schemes, *Educational Philosophy, *Educational Theories, *Effective Teaching, *Inservice Teacher Education, *Teacher Improvement

This paper details an effort at the graduate inservice level to utilize schools and school settings as a base for theory building and conceptual growth for the individual teacher. Three basic assumptions support this effort. First, the position is taken that the most effective educational program for children is one that grows out of and is guided by the children's needs and interests as expressed through children's own activity. Second, the teacher's primary role is that of analytical, ongoing responding based on the children's own decisions and choices about learning. And third, teacher analytical responses of the type desired are influenced by the teacher's conceptual frame of reference and by how the teacher thinks about educational purpose. Three class elements are then identified as effective in promoting teachers' conceptual growth: constants, themes, and purposes. Constants establish the educational setting; themes bring focus to the knowledge/substance of the course; while the processes bring about the conceptual growth. The notion is advanced that it is possible to design learning settings that promote conceptual growth in teachers using these three elements, and that these learning settings are not unlike those that are effective for children. (MM)

ED 135 765 SP 010 819

Moore, J. William
Does Practice Make Perfect? Teacher Competencies and Conditions Which Contribute to Their Acquisition.

Pub Date 3 Feb 77

Note—24p.; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Critical Thinking, *Educational Improvement, Educational Practice, *Educational Theories, Professional Recognition, *Professional Training, *Program Development, School Responsibility, Skill Development, *Teacher Education, Teacher Education Curriculum

In this document, the author examines the failure of teacher preparation institutes to produce effective graduates and presents suggestions designed to improve both the standard of education taught in these institutions and the quality of preservice and postgraduate students. Subsections are devoted to the futility of the theory vs. practice controversy, the inappropriateness of substituting inservice training for preservice education, the complexity of preparing for the teaching profession, the necessity for differentiating between those teacher competencies

that should be demonstrated through selection and those that can be trained, the productiveness of preservice, undergraduate-level teacher selection, the need for delineating competencies that are generalizable rather than problem-specific, and evaluation methods for determining whether these competencies have been met. Ten assumptions that should be considered in the development of teacher education programs balancing theory and practice are listed, dealing with the questions of (1) self-selection, (2) the problem-solving approach, (3) the extent of undergraduate education depth, (4) the relationship of learning theory to instructional practice, (5) the complexity of the teacher education process, (6) teacher educator qualifications, (7) certification standards for a master's teacher certificate, (8) differentiated staffing patterns, (9) inservice training objectives, and (10) professional development for professional recognition. (MB)

ED 135 766 SP 010 820

Applegate, Jane H. And Others
The First Year Teacher Study
Pub Date Mar 77

Note—68p.; Paper presented at the annual meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adjustment Problems, *Beginning Teachers, Discipline Problems, Interpersonal Relationship, *Job Satisfaction, Role Perception, *Self Actualization, Teacher Attitudes, Teacher Behavior, *Teaching Experience, *Vocational Adjustment

The initial aspects of this report discuss the selection of the sample and the field study research methodology employed. The second section, "First Year Teachers' Changing Perceptions," reviews the changes that first-year teachers perceived along seven dimensions: (1) teacher satisfactions; (2) discipline, fears, worries, frustrations, failures, and problems; (3) perceptions of self and/or self as teacher; (4) surprises; (5) career plans; (6) opinions of teacher training; and (7) how they measure their progress. The third section of the report, "First Year Teachers' Relationships with Others: One Dimension," focuses upon support/nonsupport and the kinds of interactions which create those feelings. Different kinds of supportive and non-supportive relationships are discussed, and illustrative examples of each category are displayed. (Authors)

ED 135 767 SP 010 821

Saunders, E.D. White, G.B.
Social Investigation in Physical Education and Sport.

Pub Date 77

Note—103p.

Available from—Lepus Books, Henry Kimpton, Ltd., 7 Leighton Place, Leighton Road, London NW5 2QL (5.00 English Pounds)

Document Not Available from EDRS.

Descriptors—*Athletics, *Curriculum, Educational Sociology, *Physical Education, *Social Behavior, *Social Science Research, *Sociology, Student Attitudes

Sociological perspectives, concepts, and research findings provide an important set of intellectual tools to promote insights into such matters as the content of the curriculum of physical education. The intention of this book is to introduce these theoretical insights into the social processes at work in physical education classes and to give experience in the application of these to a practical understanding of this body of theory and selected practical situations. This is achieved by means of a series of 12 projects, each of which is designed to be a viable unit of study which can be carried out individually or in small groups. The projects are ordered (1) to develop a knowledge of sociological perspectives, (2) to give practice in the analysis of documentary evidence, (3) to promote experience of observing and recording behavior, (4) to provide knowledge and skill in interviewing techniques, and (5) to study behavior of groups in experimental situations. Each project examines one aspect of practice from the viewpoints of both sociology and physical education, and a distinction is made between description and analysis on the one hand and evaluation on the other. Given a particular situation, the reader is asked to (1) recognize the sociological factors at work, (2) examine them systematically and critically, and (3)

discern how they affect education practice. In this way, sociology can be seen to contribute to the theory of physical education by providing basic understandings upon which rationally justified principles of practice can be based. (MM)

ED 135 768 SP 010 823

Blackburn, Jim

The First Year Teacher: Perceived Needs, Intervention Strategies and Results.

Spons Agency—Alabama State Dept. of Education, Montgomery.

Pub Date Apr 77

Note—12p.; Paper presented at the annual meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Beginning Teachers, Evaluation Criteria, *Interinstitutional Cooperation, Measurement Instruments, *Needs Assessment, Pilot Projects, Program Development, *Program Evaluation, *Teacher Orientation

Identifiers—University of Alabama Birmingham

This document presents a two-year overview of the University of Alabama/Birmingham First-Year Teacher Pilot Program, designed to share the responsibility for aiding beginning teachers among the teacher training institution, the local educational agency, and the State Department of Education. Objectives of the program were to determine first-year teacher common and specific needs for skills and knowledge and to fulfill those needs. Needs were determined through the use of questionnaires; pretests and posttests were administered to determine the initial status and progress of each participating teacher; mid-program interviews and summative questionnaires were used to identify effective strategies for personnel support. In a first-year evaluation, the performance of the control group in respect to student attitudes, student achievement, overall teacher attitudes, and teacher competency did not vary significantly when compared to data received from a non-support group of first-year teachers. However, a more direct relationship between student attitudes and teacher competence, and student attitudes and teacher attitudes, existed for the experimental group than for the control group. Data from the second year showed significantly higher levels for teacher attitudes and principal rating of teacher competencies for the experimental group. Again, no significant differences were observed in the academic achievement level and attitudes of students of control and experimental groups. Despite some program shortcomings, the project demonstrated that the local school systems, the State Department of Education, and institutions of higher education can work together and that the cooperative effort can result in a positive difference in the behavior of the teachers. (MB)

ED 135 769 SP 010 824

Melton, Reginald F.

Resolution of Conflicting Claims Concerning Behavioural Objectives.

Pub Date 8 Apr 77

Note—16p.; Paper presented at the annual meeting, American Educational Research Association (New York, New York, April 4-8, 1977); Publication pending in British Journal of Educational Technology, Vol. 9

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Anomalies, *Behavioral Objectives, *Educational Research, *Instructional Design, Literature Reviews, Performance Factors, *Research Design, Research Methodology, Test Construction

This review into research studying the effectiveness of behavioral objectives in stimulating learning outcomes makes clear that a variety of complex conditions determines whether or not such objectives enhance relevant learning (against specified objectives) and depress, or enhance, incidental learning (against unspecified objectives). There is little doubt that opposing claims attempt to oversimplify what is in fact a complex situation. The development of two distinct schools of thought respectively supporting, and opposing, the use of behavioral objectives has tended to encourage such oversimplification. An alternative approach is required, and it is suggested that this should be one that treats behavioral objectives simply as one of several tools available to educators. Research has already

helped to identify some of the advantages and limitations of behavioral objectives, and should be directed towards determining the conditions under which they can be used most effectively. It would then be the responsibility of individual educators to determine whether or not the tool is likely to be useful in their own particular situation. (Author/MB)

ED 135 770 SP 010 825

Williams, Paul L. Callahan, Carolyn M.

Cognitive Complexity and Its Relationship to the Classroom Cognitive Behavior of Teachers.

Pub Date Apr 77

Note—25p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Development, *Cognitive Measurement, Communication (Thought Transfer), Communication Skills, *Complexity Level, Concept Formation, *Preservice Education, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics, Teaching Styles, *Teaching Techniques

In an effort to identify the cognitive characteristics of teachers which predispose them to attempt to increase levels of information processing in their classrooms, a theoretical construct—cognitive complexity—was synthesized from the processes of conceptual level, creativity, and categorization. Measures of constructs listed above were administered to 25 preservice teachers. Information processing in the classroom was observed during student teaching using the Florida Taxonomy of Cognitive Behavior as the criterion variable. Stepwise regression was used to extract the significant predictor variables of conceptual level, hypothesis generation, and fluency and flexibility. (Authors/JD)

ED 135 771 SP 010 826

Randhawa, Bikkar S.

Instructional Quality as a Function of Locale, Grade, and Subject.

Pub Date Apr 77

Note—24p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, Classroom Communication, Classroom Observation Techniques, Effective Teaching, Elementary Education, *Interaction Process Analysis, Performance Factors, *Rural Schools, *Teacher Behavior, Teacher Education, Teaching Methods, *Teaching Quality, *Urban Schools, *Verbal Communication

This study investigated the effect of locale, grade, and subject on instructional quality. Rural and urban teachers were observed teaching grades 4, 5, and 6 in social studies, mathematics, and language arts. It was hypothesized that teacher verbal behavior in a classroom predicted the quality and quantity of cognitive behavior of pupils. Rural teachers were observed to produce more "seek" and significantly fewer "reject" verbalizations than the urban teachers; they provided more productive critical thinking on the part of their pupils and rejected few pupil utterances. The structure and nature of the curriculum seemed to determine, in part, the kind of verbal interaction that took place in the classroom. Mathematics teachers asked more questions and provided more corrective feedback than social studies teachers. Social studies teachers provided more information directly than did the mathematics teachers. Language arts teachers evoked from their pupils more independent thinking with less emphasis on acquiring specific knowledge of facts. A variation was observed in the verbal behavior of teachers dealing with pupils at different grade levels. The results of this study are discussed in terms of contemporary emphasis in preservice and inservice teacher training practices. (JD)

ED 135 772 SP 010 827

Wolfe, Mary L. Halperin, Marcia S.

Attitude and Attitude Change in Student Teachers.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, *Conventional Instruction, *Developmental Stages, Educational Programs, Educational Research, Educational Theories, Individual Development, *Progressive Education, Role Perception, *Student Teachers, *Teacher Attitudes, Teaching Methods

The factor structure of an inventory of attitudes toward teaching before actual classroom experience and the changes in those attitudes following a semester of student teaching were investigated. A questionnaire designed to sample opinion about teaching and children was administered to 33 elementary education majors before and after student teaching. A significant pretest to posttest change in the direction of greater agreement with traditional methods of teaching as compared to the more progressive methods was noted. However, it was also observed that a student teacher may become more traditional in his/her views on everyday classroom management without abandoning a basic "progressive" idealism. (Authors/JD)

ED 135 773 SP 010 828

Guba, Egon G. Clark, David L.

Who Produces What in Educational Research and Development?

Pub Date Apr 77

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Development, *Educational Research, *Information Sources, *Information Systems, *Schools of Education, *Teachers Colleges

The results of this study reveal the sources of information apt to go into an information system for education. As part of a national study of the research and development (R&D) capacity of schools, colleges, and departments of education (SCDEs), indices of productivity for such units were derived on six variables: (1) the number of articles credited to faculty members in education over a three-year period in 26 journals selected as core publications; (2) the number of documents deposited in the RESOURCES IN EDUCATION portion of ERIC over a two-year period; (3) the number of books in education reviewed in the 26 journals already mentioned; (4) the number of papers read at the national conventions of six professional societies in education over a three-year period; (5) the number and dollar amounts of foundation grants for education research and development over a three-year period; and (6) the number and dollar amounts of government grants and contracts for educational R&D for a 21-month period. These data were tallied for as many of the 1,367 SCDEs as made contributions and/or received grants and contracts. It was determined that SCDEs contribute approximately 40 percent in most of the above areas and 56 percent in journal articles. However, only one out of five SCDEs contributed to the total educational R&D performance as measured by these six variables. (MM)

ED 135 774 SP 010 829

Duchastel, P.

Functions of Instructional Objectives: Organization and Direction.

Pub Date Apr 77

Note—21p.; Paper presented at the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Objectives, Educational Research, Instructional Improvement, Instructional Materials, *Learning, *Organization, *Orientation

This study investigated two functions that instructional objectives might fulfill in the learning situation: (1) organization and (2) orientation. One hypothesis was that instructional objectives can provide organization to learning materials. In this respect, objectives would provide little help when accompanying highly structured learning materials where the organization of the subject is already evident but would facilitate learning when accompanying less structured materials. The second hypothesis was that instructional objectives provide direction for the learning effort, focusing the learner's attention on the important aspects of the learning task and detracting his attention from incidental parts. The orienting func-

tion was tested by withholding in the learning situation some of the objectives related to a given set of materials and then, later on, comparing relevant learning and incidental learning on a recall test. The organizing function was tested by presenting a full set of objectives to one group and withholding these objectives from another group; one half of the learners in each group received highly structured materials while the other half received unstructured materials. The organizing function would be supported only if the results of the recall test indicated that the objectives had facilitated learning in the case of the unstructured materials group. Results provided empirical support for the orienting function. No support was provided for the organizing function. (MM)

ED 135 775 SP 010 830

Horton, Margaret W.

The Use of Teacher Evaluation to Improve Instruction.

Pub Date Feb 77

Note—17p.; Presented at the Annual Meeting of the Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Objectives, Behavior Patterns, Evaluation Criteria, *Evaluation Methods, Evaluative Thinking, Improvement Programs, *Inservice Programs, *Instructional Improvement, Performance Factors, *Self Evaluation, Teacher Education, *Teacher Evaluation

This document presents a model for a program to guide teachers in effective self-evaluation. In this structured program, the teacher is expected to write course, unit, and daily lesson plans incorporating behaviorally stated objectives, which communicate his or her instructional intent. With the help of a trained observer-evaluator, the teacher is able, after the instruction period, to examine the results achieved and evaluate his/her own strengths and weaknesses in accomplishing the stated goals. Practice in this model program of inservice teaching should enable teachers to become proficient in evaluating their own performance in the classroom and improve their teaching skills. (JD)

ED 135 776 SP 010 831

Callaway, Roland Baruch, Steven

"A Research Oriented Elementary Education Student Teaching Program": A Follow-Up Study.

Pub Date 1 Oct 76

Note—17p.; For related document, see ED 003 039

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Research, Elementary Education, *Followup Studies, *Graduate Surveys, *Student Teachers, Student Teaching Identifiers—University of Wisconsin Milwaukee

This is a report of a follow-up study of an elementary education student teaching program carried out in 1961-64. The intent of the program was to foster more experimental and analytic attitudes toward teaching rather than postponing a concern for research until graduate study. The follow-up study was an attempt to ascertain to what extent three groups (experimental, control, experimental-control) are essentially different after 15 years. The study involved a questionnaire sent to all participants of the three groups that could be located. The questionnaire was designed to elicit responses on how the participants feel their student teaching program has contributed to their career. The findings indicate that some members of the experimental group feel somewhat stronger than the others that their student teaching experience has contributed to their involvement in graduate programs and research/evaluation activities. However, the vast array of variables negates any definable cause-effect relationship. (MM)

ED 135 777 SP 010 832

Kachur, Donald And Others

Improving the Teacher's Awareness of Nonverbal Communication in the Classroom.

Pub Date Feb 77

Note—12p.; Paper presented at the Annual Meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Body Language, Classroom Communication, Classroom Environment, *Classroom Observation

Techniques, *Interaction Process Analysis, *Nonverbal Communication, Performance Factors, *Reactive Behavior, Stimulus Behavior, Student Behavior, *Student Teacher Relationship, Teacher Behavior

The emphasis in this paper is on developing teacher awareness of how nonverbal communication fits into the classroom setting. Various positive and negative aspects of this phase of communication in the classroom are explored. A classroom teacher is observed closely by students every day, and her/his attitude, feelings, mood or state of mind, communicated nonverbally, are interpreted and reacted to by the class. Positive feelings, such as enthusiasm, happiness, and interest are conveyed easily by the teacher's posture, facial expressions and movements. A teacher's concern for, and acceptance of, students can create a classroom atmosphere that will encourage similar positive feelings in students. Negative attitudes, prejudices, and biases are also clearly disclosed nonverbally. Teachers, also, read the nonverbal communications coming from students. Comprehension, understanding, interest, and involvement as opposed to puzzlement, misunderstanding, boredom, and withdrawal can have an extremely important influence upon the teacher's decisions in regard to possible changes in strategy in presenting classroom material. Nonverbal behaviors indicating possible disciplinary problems arising can be clearly read by a teacher. Fully comprehending the effect of both verbal and nonverbal behavior upon the quality of learning that occurs in the classroom enables a teacher to promote a desirable teaching-learning process and closer teacher-student relationships. (JD)

ED 135 778 SP 010 834

The Human Relations Code: Teacher Certification Guidelines.

Wisconsin Univ., Oshkosh. Coll. of Education.

Pub Date 77

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cross Cultural Studies, *Cross Cultural Training, Cultural Interrelationships, Cultural Pluralism, Education Majors, *Graduation Requirements, *Human Relations, Inservice Courses, Minority Groups, Preservice Education, State Curriculum Guides, Teacher Attitudes, *Teacher Certification, *Teacher Education

Identifiers—*University of Wisconsin Oshkosh

A new standard has been issued by the state of Wisconsin to insure that each of the teachers it certifies is able to teach children from diverse racial, economic, and religious backgrounds, who may differ from the teacher and/or each other in culture, customs, lifestyle, language, etc. To insure that this aim is achieved, education majors are required to take courses that will prepare them, as teachers, to acquire certain basic knowledge of human relationships. Six objectives are listed in the code: (1) development of attitudes, skills, and techniques so that knowledge of human relations can be translated into learning experiences for students; (2) a study of the values, life styles, and contributions of racial, cultural, and economic groups in American society; (3) an analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on majority and minority groups; (4) experiences in which teachers have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination; (5) direct involvement with members of racial, cultural, and economic groups; (6) experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials. Included in this manual is a list of courses offered by the school which meet the requirements of the code. Sample forms are included to be filled out by students and supervisors attesting that the requirements of the human relations code have been fulfilled before graduation. (JD)

ED 135 779 SP 010 835

McNerny, Robert F.

Assessing Perceived Needs for Training Preservice Teachers, Inservice Teachers and Other Educational Personnel in Cooperative Teaching Centers.

Pub Date Apr 77

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Concept Formation, Cooperating Teachers, *Formative Evaluation, *Helping Relationship, *Individual Development, Inservice Programs, *Needs Assessment, Preservice Education, *Professional Continuing Education, Skill Development, *Teacher Centers

The purposes of this study were: to measure the perceived needs for skill training of student teachers, public school teachers, and other educational personnel involved in teaching center activities; to see if some of these needs related to the same underlying concepts; and to profile individual teaching centers according to some of these underlying concepts or factors. Results indicated that subjects felt needs for training in individualizing, stimulating communication, emphasizing affective growth and expression, supervision, and evaluation. Implications of the findings for supporting responses to individual teaching centers are discussed. (Author/JD)

ED 135 780 SP 010 836

Roth, Robert A.

Evidence on the Effectiveness of Competency Based Teacher Education Programs.

Pub Date Apr 77

Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Course Evaluation, Curriculum Evaluation, Educational Accountability, Education Courses, Formative Evaluation, *Learning Theories, Microteaching, *Performance Based Teacher Education, *Performance Criteria, Predictive Validity, *Summative Evaluation, *Teacher Education

The purpose of this study was to gather evidence on the effectiveness of Competency Based Teacher Education (CBTE) programs. A letter requesting such information was sent to 215 CBTE programs, and an ERIC search was conducted using a variety of descriptors covering the period January 1970 to July 1975. The data were classified into three evidence categories: pupil growth, competency attainment, and program reactions. Seven of nine pupil-growth studies had positive results. Twenty-two of thirty-one competency attainment studies were positive. Only two of the forty-five reaction reports were primarily negative. It is concluded that the CBTE-type programs reported, which were carefully planned, thoroughly developed, appropriately revised based on feedback, and had faculty support, have had a reasonably high degree of success. However, generalizations about CBTE are hazardous due to variances among CBTE-type programs. (Author/JD)

ED 135 781 SP 010 837

Bodine, Robert L.

The Effects of Cognitive Style, Task Structure, and Task Setting on Student Outcomes—Cognitive and Affective.

Pub Date Apr 77

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Cognitive Style, Educational Research, Group Behavior, *Grouping (Instructional Purposes), Independent Study, Individual Characteristics, Individual Study, *Small Group Instruction, *Student Attitudes, Student Grouping, *Task Performance

In order to study the effects of cognitive style, task structure, and task setting on student achievement and attitudes, structured and unstructured tasks were presented to students in both group and individual settings. It was postulated that through small group and individual activities an individual may display his/her best cognitive style of learning and that groups composed of individuals of differing cognitive styles may prefer to work on different types of tasks—individuals who are "field independent" can impose their own structure or strategy upon a task while individuals who are "field dependent" require more explicit directions concerning the dimensions and outcomes of the task from the teacher. It was hypothesized that student achievement will increase if a group composed of field dependent students is given explicit direction or if a field independent student is added to the group to help

structure the task. Data indicate that: (1) field independent students did not differ in group versus individual achievement; (2) groups composed of both cognitive styles achieved more than those same persons acting alone; and (3) group and structured conditions were preferred by all subjects. These results suggest that the use of small groups increases student satisfaction and, for some students and certain groups, increases student achievement. (MM)

ED 135 782

SP 010 838

Doyle, Walter

Learning the Classroom Environment: An Ecological Analysis of Instruction in Teaching.

Pub Date Apr 77

Note—32p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Patterns, Behavior Theories, *Classroom Environment, *Interaction Process Analysis, Reactive Behavior, Student Behavior, Student Teacher Relationship, *Student Teachers, *Teacher Behavior, Teaching Experience, Teaching Skills

This paper summarizes results of an ecological analysis designed to generate hypotheses concerning processes involved in learning to meet the demands of the classroom environment. Ethnographic data on student teachers indicates that classrooms are characterized by multidimensionality, simultaneity, and unpredictability. Teachers, in turn, developed strategies, such as chunking, differentiation, overlap, timing, and rapid judgment, to reduce the complexity of these demands. This ecological interpretation suggests that the classroom environment engendered specific teacher response patterns and that environmental demands influence skill utilization in classroom settings. Implications of the ecological approach for teaching research and teacher education are briefly discussed. (Author)

ED 135 783

95

SP 010 839

Nelson, Carnot E. And Others

1975 Federal Funding for Education Knowledge Production and Utilization: A Composite Estimate, by Agency, Using Four Data Bases. R&D System Studies. Technical Report No. 1.

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group. Research and Development System Support Div.

Pub Date Feb 77

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Development, *Educational Finance, Educational Research, *Federal Aid, *Federal Programs, Financial Policy, *Financial Support, Information Dissemination Identifiers—*Knowledge Production and Utilization

This report arrives at the composite estimate of Federal funding of education knowledge production and utilization (KPU) for FY 1975 by examining and comparing four data bases with respect to four definitional issues and then proposing a definition of the boundaries of the domain of interest to NIE and the Subcommittee on Research, Development, Dissemination, and Evaluation. Highlights of the report include: (1) Federal education KPU obligations are estimated to be \$513 million in FY 1975; (2) education KPU activity includes research, development, demonstration, dissemination, and evaluation; (3) no one data base adequately covers all education KPU activity in all Federal agencies; and (4) according to the composite estimate based on four data bases, HEW obligated 82.4% of the total. (MM)

ED 135 784

95

SP 010 840

Mason, Ward S. And Others

Federal Funding for Education Knowledge Production and Utilization: KPU Function, by Agency. R&D Systems Studies. Technical Report No. 2.

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group. Research and Development System Support Div.

Pub Date Mar 77

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Development, *Educational Finance, Educational Research, *Federal

Aid, Federal Programs, *Financial Policy, *Financial Support, Information Dissemination Identifiers—*Knowledge Production and Utilization, *National Academy of Sciences

This report examines support for education Knowledge Production and Utilization (KPU) using data provided by the National Academy of Sciences (NAS) Study Project on Social Research and Development. The scope of education KPU is discussed in terms of social policy areas relevant to education and activities relevant to KPU. The conceptual framework developed is used to formulate decision rules for determining whether or not a particular program should be included as education KPU. These decision rules are then applied to the NAS data base, and education KPU obligations are presented by social policy area for three fiscal years, by agency for three fiscal years, by KPU function for three fiscal years, and by agency and function for FY 1975. This analysis of Federal funding for education KPU indicates the following: (1) Between fiscal years 1975 and 1977 funding for education KPU is expected to increase by 6%. However, as this figure is less than the rate of inflation, support in real terms will decrease. (2) The majority of education KPU funds is spent on problem-solving activities followed by utilization and knowledge production. (3) The three functions accounting for the majority of educational KPU funds are policy formulation demonstrations, development of materials, and implementation demonstrations. (4) Analysis of KPU function by agency indicates that agencies do in fact emphasize different KPU activities. (5) The Office of Education emphasizes policy implementation demonstrations, miscellaneous demonstrations, and policy formulation demonstrations. (6) NIE emphasizes policy formulation demonstrations and the development of materials. (7) Agencies outside of HEW primarily support development of materials projects. (MM)

ED 135 785

SP 010 841

Wicker, Frank W. And Others

Effects of Training on Solution of Insight Problems.

Pub Date Apr 77

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Objectives, *Discovery Learning, *Discovery Processes, Generalization, *Problem Solving, Productive Thinking

This research was based on the assumption that the teaching of broadly generalizable cognitive skills should be a primary goal of education—that students can be taught to be better insight problem solvers outside of school by training in school and that they can be given the skills necessary for efficient discovery learning. The subjects were 116 students of introductory educational psychology at the University of Texas, Austin. The students were divided into small groups and exposed to an insight problem solving training procedure for approximately one hour. Following this training, each individual worked on a test booklet containing 11 insight problems for 50 minutes. Four of the groups received experimental training: dual training, visualization training, practice, or control. Comparison of adjusted scores for all groups indicated that dual training yielded the highest scores. These results lend support to the Gestalt view of insight problems, to the possibility that students can be trained to perform better on such problems, and to the suggestion that it may be necessary to combine practice and instruction to teach generalized skills. (MM)

ED 135 786

SP 010 842

Short, Edmund C., Ed.

[Proceedings of Curriculum and Objectives Session - Division B - American Educational Research Association, San Francisco, California, April 21, 1976.]

Pub Date Apr 76

Note—54p.; Papers presented at meeting of American Educational Research Association (San Francisco, California, April 21, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Education, Curriculum Design, Curriculum Development, *Curriculum Evaluation, *Curriculum Research, *Educa-

tional Assessment, Educational History, *Educational Objectives, *Educational Status Comparison, Needs Assessment, *Professional Associations, Summative Evaluation

Identifiers—American Educational Research Association

This document is a transcript of the meeting of Division B - Curriculum and Objectives, held in San Francisco in the spring of 1976. Included are short speeches on the subject of the history of the work of this division over the past twelve years; the principal address, "The Moribund Curriculum Field: Its Wake and Our Work"; and two responses to the address. (JD)

ED 135 787 SP 010 843

Guidelines for Conducting an Inventory of State Data Sources for Health Planners. Health Planning Methods and Technology Series No. 5. Health Resources Administration (DHEW/PHS), Rockville, Md. Bureau of Health Planning and Resources Development; National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—HRA77-14535; HRP-0100501

Pub Date Oct 76

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Data Bases, *Data Collection, *Guidelines, *Health, Health Personnel, Health Services, Information Dissemination, Information Services, *Information Sources, Planning

Identifiers—*Health Planning

This report presents recommendations for compiling inventories of state health data sources in an attempt to stimulate preparation and publication of a "Compendium of State Data Sources for Health Planners" for each state. Areas considered are: (1) planning the project; (2) technical assistance available; (3) kinds of data needed; (4) the forms of data sources; (5) data access considerations; (6) standards for including data sources—quality and utility; (7) agencies and organizations to be surveyed; (8) information to be obtained on each data source; and (9) publication and distribution of the compendium. (MM)

ED 135 788 SP 010 846

Brightbill, Charles K. Mobley, Tony A. Educating for Leisure-Centered Living. Second Edition.

Pub Date 77

Note—128p.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 (\$5.95)

Document Not Available from EDRS.

Descriptors—Adult Education Programs, *Behavioral Objectives, *Creative Development, Developmental Psychology, *Educational Needs, Government Role, Human Services, *Leisure Time, Personal Values, Philosophy, *Self Actualization, Self Help Programs, *Social Values

This handbook examines in depth the problems facing the increasing amount of leisure time available to individuals. It stresses the fact that creative use of leisure time involves more than play, entertainment, or recreation, but rather, it offers an opportunity for continued growth. The leisure philosophy of the authors is set out in the following statements: (1) The human race is capable of improving the quality and meaning of life; (2) Education, imagination, compassion, and "the golden rule" constitute the main thrust of lasting progress; (3) The place of education is everywhere; (4) Humans, generally, can be relied upon to follow the light freely, if they see it; (5) Freedom, combined with education and leisure, provides the means for humans to reach their highest level; (6) Education cannot be narrow, static, or terminal; (7) Education is not the exclusive responsibility of any one institution or discipline; (8) Education and sound health as its steppingstone are primarily, although not exclusively, the responsibilities of enlightened, democratic government; (9) Literacy in the use of personally satisfying and beneficial leisure is of unwavering importance. Each chapter illuminates and explores the ramifications of these basic assumptions. (JD)

ED 135 789 95 SP 010 847

Dunkle, Margaret. Competitive Athletics: In Search of Equal Opportunity.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date Sep 76

Contract—300-75-0256

Note—203p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—Affirmative Action, Athletic Coaches, *Athletic Programs, Civil Rights, Educational Administration, *Equal Education, Equal Opportunities (Jobs), *Federal Legislation, Scholarship Funds, *Sex Discrimination, *Womens Athletics, Womens Education

Identifiers—*Education Amendments 1972 Title IX

This manual provides institutions with a guide for gathering and evaluating information to assess equal opportunity in their athletic programs and for developing strategies to attain equal opportunity. It was prepared primarily for athletic directors, administrators, coaches, and others concerned with providing equal athletic opportunity in schools. The following topics are discussed: (1) a general plan for evaluating and achieving equal opportunity for women and men in athletic programs; (2) an examination of the equal opportunity act (Title IX); (3) key elements of the equal opportunity requirements; (4) employment—assignment and compensation of administrators, coaches, officials, and other athletic personnel; (5) financial aid to athletes—athletic scholarships; (6) other equal opportunity issues; (7) organizational and structural issues; and (8) the funding of intercollegiate athletic programs. Selected resources are listed. (JD)

ED 135 790 95 SP 010 848

Blaufarb, Marjorie

Title IX and Physical Education: A Compliance Overview.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date Oct 76

Contract—300-75-0256

Note—34p.; Adapted by the Resource Center on Sex Roles in Education from Title IX of the Education Amendments of 1972: A manual on Physical Education and Sports Programs

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Athletics, *Federal Legislation, Guidelines, *Physical Education, *Program Evaluation, *Sex Discrimination, *Womens Athletics

Identifiers—*Education Amendments 1972 Title IX

This booklet examines the requirements of the Title IX regulation for physical education and the principles and activities most important for complying with these requirements. It also examines concerns most frequently raised regarding the advisability of the required changes and presents information and suggestions for evaluating and alleviating these concerns. The overview is based on the premise that compliance with Title IX requirements is not only a legal responsibility but an educational responsibility if physical education programs are to contribute optimally to the lives and development of all students. There are two main sections. The first contains a citation of the provisions of the Title IX regulation related to physical education programs and an overview of the basic guidelines according to which compliance should be evaluated. The second section focuses upon issues and activities related to the achievement of compliance. These range from regulation-specific activities such as reviewing physical education requirements and course offerings to ensure nondiscrimination, to activities such as training physical education personnel and developing community support for Title IX compliance efforts. The appendixes include a checklist for the evaluation of compliance progress and a listing of several resources for further information. (MM)

ED 135 791 SP 010 849

Dunkle, Margaret C.

Title IX: What It Means and Doesn't Mean to Athletic Programs.

Pub Date 11 Nov 76

Note—27p.; Paper presented at the Immaculate Conference, "Women in Sports," November 11, 1976; Project on the Status and Education of Women; Portions of this paper are patterned

after "Competitive Athletics: In Search of Equal Opportunity by the author and published by the U.S. Office of Education

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Athletic Coaches, *Athletic Programs, Athletics, Educational Legislation, *Federal Legislation, *Physical Education, *Physical Education Facilities, Sex Discrimination, *Womens Athletics

Identifiers—*Education Amendments 1972 Title IX

This document examines equal opportunity for women in athletic programs—one of the most closely scrutinized and least understood issues of Title IX. Areas considered are: (1) basic provisions of Title IX; (2) the self-evaluation requirement; (3) grievance procedures; (4) the "adjustment period"; (5) overall equal athletic opportunity; (6) student interest and ability in relation to compliance; (7) athletic funding; (8) equal athletic opportunity issues under Title IX; (9) equipment supplies and uniforms; (10) scheduling of games, practice times, season lengths, and number of games; (11) travel and per diem allowances; (12) opportunity of students to receive coaching; (13) academic tutoring and other services; (14) facilities—locker rooms, practice and competitive facilities; (15) medical, health, and training facilities; (16) housing and dining facilities; (17) publicity and public relations; (18) recruiting student athletes; (19) support services for men's and women's programs; (20) administrative structures; (21) athletic associations and sports governing organizations; (22) athletic policy; and (23) employment issues. (MM)

ED 135 792 SP 010 851

Anderson, Elaine J.

Preinstructional Strategies and Learning Outcome of Teachers in a Series of Health Education Workshops.

Pub Date Apr 77

Note—21p.; Round Table Session Presentation at Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Educational Strategies, Effective Teaching, Environmental Education, Guidance Objectives, Health Education, *Inservice Teacher Education, *Instructional Design, Performance Factors, Sex Education, Student Evaluation, Teacher Education, Teacher Workshops, Teaching Methods, *Teaching Procedures

The objective of this study was to identify effective instructional strategies for teachers involved in health education workshops on human sexuality and environmental health science. More specifically, the study was designed to evaluate teacher learning outcomes following a workshop design utilizing preinstructional strategies. Hartley and Davies (1976) recently stated that organization is the hallmark of good teaching and that sequencing subject material seems to influence student learning outcomes. This study incorporated preinstructional strategies in teacher inservice health education workshops. Learning outcomes of the 192 participants based on post-test mean scores were significantly enhanced. The investigator suggests that findings in this study lend support to use of preinstructional strategies with adult learners. (Author)

ED 135 793 40 SP 010 852

Reggio, Kathryn D.

Individualized Health Incentive Program Modules for Physically Disabled Students in Grades Kindergarten Through Twelve.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Bureau No.—BR-H233556

Pub Date Feb 77

Grant—OEG-0-73-7065

Note—148p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Counseling Instructional Programs, Disease Control, *Elementary Secondary Education, Family Health, Family School Relationship, *Handicapped Children, *Health Education, Learning Modules, Needs Assessment, Parent Participation, *Parent Teacher Cooperation, *Physically Handicapped, Special Health Problems, Special Programs, State Curriculum Guides

Identifiers—Human Resources School NY, New York (Albertson)

Individualized health incentive program modules were developed for students having severe physical disabilities. Their needs fell into these categories: lack of function of the involuntary nervous system; paralysis or lack of feeling; bracing or confinement to a wheelchair; muscular weakness; arm and joint immobility; prosthetic limbs; brittle bones; diminutive size; cardiac problems; and bleeding problems. The project resulted in: (1) improvements in test scores on standardized tests of knowledge and behavior; (2) improvements in student attitudes as demonstrated by pre- and post-project questionnaires given to students, parents, and teachers; (3) development of five printed strands of health modules, each individualized according to nine disability categories; (4) consolidation of background information on each disability as it relates to each strand of health education. This background information is printed in the modules. Aimed at teachers of disabled students, it represents the combined three-year input and experience of faculty, parents, and students. The project concludes that physically disabled students need and benefit from a more extensive health education curriculum, which includes both regular and specialized health concepts, information, and activities. (Author/JD)

ED 135 794 95 SP 010 853

Towards Excellence in Elementary Education: A Program for Improving the Professional Growth Opportunities for Elementary Teaching Personnel.

Lansing School District, Mich.; Michigan State Univ., East Lansing. Coll. of Education; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cooperative Education, *Elementary Education, *Elementary School Teachers, *Inservice Teacher Education, *Professional Continuing Education, *Student Teachers, *Teacher Education, *Teacher Educators, *Teacher Improvement

Identifiers—Teacher Corps

The Excellence in Elementary Education (EEE) program provides a number of interdependent experiences aimed at optimizing the quality and availability of professional growth opportunities for persons specializing in elementary education: prospective teachers, inservice teachers, prospective teacher educators, and inservice teacher educators. The program is predicated upon the notion that outcomes will be most constructive when diverse sets of educators work together and share decision-making on how teaching and learning for any particular group of students might be improved. Recommendations are offered for the development and implementation of future EEE type programs. An essay on a first year's experience in an EEE program is attached. (MM)

ED 135 795 SP 010 854

Heck, Shirley F.

An Integrated Pre-Service/In-Service School-Based Teacher Education Model.

Pub Date Feb 77

Note—35p.; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Exploration, *Cooperating Teachers, *Field Experience Programs, *Inservice Teacher Education, *Methods Courses, *Preservice Education, *Program Descriptions, *Role Perception, *School Community Relationship, *Self Concept, *Student Teaching, *Teacher Education, *Teaching Methods, *Time Blocks

Identifiers—Ohio State University Mansfield Branch

The preservice, inservice, field-based teacher education program of Ohio State University is designed as an integration of theory and practice involving preservice students with local children during all four years of their career preparation, under the close observation of university instructors. The inservice portion of the program was developed in part to counteract the uncritical identification of student teachers with their cooperating teachers' methodologies and in part to expose inservice teachers to new methods and

theories. Techniques used for these purposes included freshman practical experience in supervision coupled with inservice teacher participation in field-based methods courses, summer institutes, workshops, tours, debates, etc. Evaluation of inservice teachers' performances in these programs are used to identify good teachers and enlist their services for cooperating teacher positions. The core of the program is a series of preservice professional growth experiences, divided into three phases: (1) a freshman year concentration, "Focusing on Self and Choice of Career," concerned with developing, through field experiences, an adequate picture of self and role, testing the role concept against reality, and modifying the concept to satisfy the student and benefit society; (2) a sophomore year program, "Exploring the School within the Context of Community," concerned with identifying the school microcosm and school-community relationships, educational psychology, and a possible future synthesis seminar; (3) methods course blocks in various curricular groupings (Introductory courses; Language Arts; Math, Social Sciences and Science; Fine Arts; Integrated Interdisciplinary Block; Student Teaching Experience) designed to allow students an opportunity to work at one school for a considerable portion of each school day over a significant period of time. (MB)

ED 135 796 SP 010 855

Hamm, Russell L. Brownson, William E.

The Arenas of Power: Focus on Schooling.

Indiana State Association for Supervision and Curriculum Development, Terre Haute.; Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date Mar 77

Note—66p.; Best copy available

Available from—Curriculum Research and Development Center, School of Education, Indiana State University, Terre Haute, Indiana 47809 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Culture, *Educational Philosophy, *Ethics, *Existentialism, *Force, *Laws, *Legal Responsibility, *Needs, *Philosophy, *Political Power, *Power Structure, *Psychological Needs

Identifiers—Kohlberg (Lawrence), *Power

This philosophical venture examines the nature of power, an inescapable concern in contemporary life and modern thought. The first chapter discusses the context and meaning of power. It suggests that morality and power are not mutually exclusive and calls to mind Lawrence Kohlberg's outline of the stages of moral development as a useful schema. A contextual definition of power is introduced and seven arenas of power are identified and related to the educational environment: (1) existential; (2) paideia; (3) dialectical; (4) ethos; (5) legalistic; (6) manipulative; and (7) brute force. These power arenas are discussed and outlined in the following four chapters. Power is viewed as a primary need in the existence of every person, and the power arenas are shown to demonstrate major stances and climates in human experience and expression. In conclusion, the hypothesis is forwarded that in American society today, in the lives of its people and in its schools, the dominating power arenas are those of the legalistic, manipulative, and brute force. The difficulty this creates for those who hold onto the philosophic perspectives of ethos, dialectical, paideia, and existential power arenas is pointed out. (MM)

TM

ED 135 797 TM 004 877

Paisley, Matilda B. And Others

The Convergent-Discriminant Matrix: Multitrait-Multimethod Logic Extended to Other Social Research Decisions.

Pub Date Sep 70

Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Correlation, *Matrices, *Measurement Techniques, *Reliability, *Research Methodology, *Sampling, *Validity

Identifiers—*Convergent Discriminant Matrices, *Multitrait Multimethod Techniques

Multitrait-multimethod methodology consists of measuring several different traits on a particular sample using several different measurement techniques or settings (methods) with each trait. The purpose of the methodology is to simultaneously show that different methods of measuring a particular trait correlate highly (converge), and that different traits measured with the same method have small correlations with the trait of interest (discriminate). This paper reviews the multitrait-multimethod logic, surveys uses to which multitrait-multimethod methodology has been put, and extends the multitrait-multimethod argument to that of a more general "convergent-discriminant comparison" which goes beyond methods and traits. Five classes of research decisions are proposed for use with the convergent-discriminant methodology: concepts, measures, populations, times, and analysis models. The ten possible resulting matrices (from combinations of the five classes, two at a time) are described in detail and technical issues related to them are discussed. Finally, convergent-discriminant methodology is related to various causal analysis techniques drawn from the literature. These techniques include the sixteen-fold table, cross-lagged correlation, frequency in change of product-moment, and path analysis. (JKS)

ED 135 798

TM 005 571

Soar, Robert S.

Validity of Two Sign Systems Based on Inductively Derived Teacher Competencies.

Pub Date [Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Gains, *Classroom Observation Techniques, *Elementary Secondary Education, *Student Behavior, *Student Teacher Relationship, *Teacher Behavior, *Teaching Skills, *Test Validity

Identifiers—*Florida Climate and Control System, *Teacher Practices Observation Record

The Teacher Practices Observation Record (TPOR) and the Florida Climate and Control System (FLACCS) were reviewed to determine their appropriateness for measuring teacher competencies defined by teachers in Carroll County, Georgia. The TPOR looks at the way the teacher develops subject matter and thinking processes of pupils through the eyes of Dewey's experimentalism. FLACCS records teacher attempts to modify the behavior of pupils in the classroom, both verbal and nonverbal, scaled from relatively gentle, unobtrusive, noncoercive behaviors to ordering and commanding, and the use of negative affect in the management of behavior. Following the assembly of items into measures for behavioral indicators, by observers, these measures were pooled across observers to create a single measure for each teacher for each indicator, then indicators were pooled to represent competencies for each teacher for each observation instrument, and finally the data were pooled across the two instruments, FLACCS and TPOR, to create nine competencies as these two instruments reflected the perception of the Carroll County teachers. Two primary results emerged: the competencies often formed linear relations with the gain measures, but they were about as often contrary to expectations as in agreement with them, and the second outcome was the tendency of the competencies to form linear relations, but, in contrast, for the empirical-logical composites to form complex relations with the pupil gain measures. (RC)

ED 135 799

TM 005 666

Brown, Thomas A.

Admissible Scoring Systems for Continuous Distributions.

Rand Corp., Santa Monica, Calif.

Pub Date Aug 74

Note—27p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (P-5235, \$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Mathematical Models, *Prediction, *Probability, *Scoring, *Statistics

Identifiers—*Admissible Probability Testing

The defining property of an admissible scoring system is that any individual perceives himself as

maximizing his expected score by reporting his true subjective distribution. The use of admissible scoring systems as a measure of probabilistic forecasts is becoming increasingly well-known in those cases where the forecast is a discrete distribution over a finite number of alternatives. Most serious forecasts which are made in the real world seem to be forecasts of quantities rather than choices between a finite number of alternatives. In such cases as this, it seems much more natural to ask the forecaster to specify a continuous probability distribution which represents his expectations rather than trying to re-cast a basically continuous process into a discrete one. To construct an admissible scoring system for a continuous distribution, a collection of possible bets can be postulated on a continuous variable, and an admissible scoring system can be constructed as the net pay-off to a forecaster who takes all bets (and only those bets) which appear favorable on the basis of his reported distribution. Mathematical models for this and alternative systems are presented. (Author/BW)

ED 135 800 TM 005 681

Hogan, Thomas P.

Student Evaluation of Courses in Terms of Personal Development.

Pub Date [Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, *College Students, *Course Evaluation, Factor Analysis, Goal Orientation, *Higher Education, *Individual Development, Questionnaires, Rating Scales, Student Teacher Relationship
Identifiers—*Course Comments Questionnaire, *Personalized Course Analysis

Most instruments for student evaluation of college instruction focus on the course and the instructor without considering the student's perception of the impact of the course on him or her. The Course Comments Questionnaire (CCQ) and the Personalized Course Analysis (PCA) were developed at the University of Wisconsin, Green Bay to overcome this difficulty. By measuring the students' personal goals and the effectiveness of the course in moving toward these goals another dimension is added to the assessment of both instructional and institutional effectiveness. The CCQ and PCA are also applicable to virtually any kind of higher education experience. This report describes the two instruments and presents supporting data including (1) the results of a factor analysis which shows self-development as a different dimension from those in the course-centered evaluation instruments; (2) the relationships between student goals; and (3) the integration of student self-development data with institutional assessment. (Author/MV)

ED 135 801 TM 005 718

Cronbach, Lee J. And Others

Research on Classrooms and Schools: Formulation of Questions, Design and Analysis.

Stanford Univ., Calif. Stanford Evaluation Consortium.

Spons Agency—Russell Sage Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
Pub Date Jul 76

Note—243p.

Available from—Stanford Evaluation Consortium, School of Education, Stanford University, Stanford, California 94305 (\$1.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Analysis of Covariance, Classroom Research, *Classrooms, *Educational Research, Mathematical Models, *Research Design, Research Methodology, *Research Problems, Sampling, *Schools, Social Science Research, Statistical Analysis
Identifiers—Aggregation Effects, *Aptitude Treatment Interaction

Alternative ways of analyzing data from Aptitude Treatment Interactions were examined over a two-year period. In light of past arguments the author maintains that the questions surrounding aggregation have been badly posed and that the customary methods of analysis were either incorrect or subject to misinterpretation. Therefore, the majority of studies of educational effects—whether classroom experiments, or evaluations of programs or surveys—have collected and analyzed data in ways that conceal more than they reveal.

The established methods have generated false conclusions in many studies. Further, the traditional research strategy which pits substantive hypotheses against a null hypothesis and requires statistical significance of effects can rarely be used in educational research. Samples large enough to detect strong, but probabilistic effects are likely to be prohibitively costly. (Author/MV)

ED 135 802 TM 005 733

Arneklev, Bruce And Others

Optimum Range of Difficulty for Linking Items.

Pub Date [Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary School Mathematics, Goodness of Fit, *Item Analysis, *Measurement Techniques, *Scoring Formulas, Tests
Identifiers—*Rasch Model, *Test Linking

One of the most important contentions of the Rasch model of item analysis is that two tests of the same trait, having some items in common, can be linked together using a "linking constant" derived from the common items. This would be accomplished by administering both tests to a sample of testees, calibrating the items of the tests independently, and then linking the test by a linking constant which would be the difference between the average calibration of the common items on test one and the independently determined average calibration of the common items on test two. An important question regarding this linking procedure is whether the accuracy of the link is affected significantly when the items used for the linking represent a restricted range of difficulty relative to all items in the tests being linked. This paper empirically addresses this question with a variety of analyses using test results from mathematics tests administered to samples of fourth through seventh grade pupils. While the analyses varied with respect to the specific questions that they addressed, the overall conclusion was that for these tests, restriction in range of item difficulty did not present serious difficulties for test linking using the Rasch procedures. (Author/JKS)

ED 135 803 TM 005 814

Declines in Standardized Test Scores Among Secondary School Students. ERS Information Aid.

Educational Research Service, Arlington, Va.

Pub Date 76

Note—36p.

Available from—Educational Research Service, 1800 N. Kent St., Arlington, Va. 22209

(\$5.00)

Document Not Available from EDRS.

Descriptors—*College Entrance Examinations, Educational Assessment, Educational Trends, Longitudinal Studies, *Low Achievement Factors, Scores, Secondary Education, *Secondary School Students, *Standardized Tests, State Programs

Identifiers—ACT Assessment Program, Scholastic Aptitude Test, *Test Score Decline

This Information Aid assembles facts about recent trends in standardized testing among secondary students and summarizes both the possible causes for declining scores and some counterarguments against some of these causes. Emphasis is given to two college admissions tests—the Scholastic Aptitude Test (SAT) and the American College Testing Assessment (ACT). Some annual and longitudinal studies of national, state, and district assessments of student abilities are included also to provide general descriptive information about high school students. A substantial bibliography is included. (Author/RC)

ED 135 804 TM 005 824

Campbell, Joel T. Belcher, Leon H.

Word Associations of Students at Predominantly White and Predominantly Black Colleges.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-75-29

Pub Date Jul 75

Note—204p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Association (Psychological), *Caucasian Students, *College Students, Geographic Regions, Higher Education, Negro Colleges, *Negro Students, *Racial Differences, Sex Differences, *Verbal Stimuli
Identifiers—*Word Associations

This study compared word association responses for college students in three geographic areas from four different kinds of colleges: (1) selective predominantly white colleges, (2) less selective predominantly white colleges, (3) selective predominantly black colleges, and (4) less selective predominantly black colleges. Stimulus words were chosen from those used in Graduate Record Examinations (GRE) verbal analogy and antonym items. Responses were tabulated separately by sex. There were a few words which evoked different responses from males and females, but geographic area apparently made no difference. A few stimulus words, mostly related to the "black experience," evoked different association patterns from students at predominantly black and predominantly white colleges, but most stimulus words yielded similar response patterns from both kinds of college. There was a comparatively high level of "no response" for those stimulus words with a Thorndike-Lorge word frequency count of nine or fewer per million counted words. This most frequently happened at the non-selective colleges, and particularly at the predominantly black non-selective colleges. It was hypothesized that most often this occurred because the student was not acquainted with the word. A number of responses seemed to come from the student having mistaken the stimulus word for one of similar appearance. (Author/RC)

ED 135 805 TM 005 829

Alexander, Ralph A. And Others

The Relationships Among Measures of Work Orientation, Job Attribute Preferences, Personality Measures, and Abilities. Technical Report No. 7.

Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Aug 75

Contract—N00014-74-A-0202-0001

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ability, *Attitude Tests, *Correlation, Individual Differences, Industrial Structure, Job Satisfaction, Locus of Control, Motivation, Personality Tests, Questionnaires, Sex Differences, Test Validity, *Work Attitudes, Work Environment

Identifiers—Attribute Preference Scale, Job Attitude Scale, Job Orientation Inventory, Survey of Work Values, Work Itself Work Environment Questionnaire

Alternate measures of both job structural attribute preferences and intrinsic versus extrinsic orientation to sources of job rewards were investigated with a view toward assessing instrument properties and providing direction for future improvement of such measures. Analysis indicated that different measures of intrinsic and extrinsic orientation were neither operationally nor conceptually equivalent. In addition, generally low relationships were found to exist among different measures of preference for job structural attributes. Contrary to previous assumptions in the literature, individual preferences for such job attributes as variety, learning new skills, responsibility, etc. were found to be significantly and differentially related to individual job related abilities, interests and value orientations. (Author/MV)

ED 135 806 TM 005 865

Gustafsson, Jan-Eric

A Note on the Importance of Studying Class Effects in Aptitude-Treatment Interactions.

Gothenburg Univ. (Sweden). Inst. of Education.

Report No.—MID-19

Pub Date Sep 76

Note—19p.; For a related document, see TM 006

001

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aptitude, *Aptitude Tests, Elementary Education, *Grade 5, Imagery, *Interaction, *Paired Associate Learning, Statistical Analysis, *Teaching Methods

Identifiers—*Aptitude Treatment Interaction

Results pertaining to methodological aspects of an aptitude-treatment interaction study are presented. One treatment group in the study was given imagery instructions, the other had no imagery instructions. Each treatment group consisted of seven fifth-grade classes. Among the aptitude variables there were two versions of a paired-associates learning task. Within-class analyses and analyses where class effects were al-

lowed to have influence were conducted. In the latter analyses there were several significant aptitude-treatment interactions with subscores derived from the paired-associates tasks, but this was not the case in the within-class analyses. The interactions found are interpreted as being consequences of class effects with respect to the errors of measurement. (Author)

ED 135 807 TM 005 899

Shann, Mary H.

Measuring Problem Solving Skills and Processes in Elementary School Children.

Boston Univ., Mass. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 76

Note—265p.; Material has been removed from the appendices due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, *Elementary School Students, Interviews, Item Analysis, Manuals, Measurement Techniques, Models, Observation, *Problem Solving, Scoring, *Test Construction, Test Reliability, *Tests, Test Validity

Identifiers—*PROFILES, *Test of Problem Solving Skills, Unified Science Mathematics for Elementary Schools

Grounded in a review of existing theories and research on problem solving, the theoretical base and new instrument development efforts discussed in this publication have been sounded against the needs of an innovative, interdisciplinary curriculum project called Unified Science and Mathematics for Elementary Schools (USMES). It is the work on new instrument development for problem solving which is the focus of this document. The report is addressed to those concerned with the evaluation of USMES but also to a wider audience whose concerns may embrace the evaluation of other curricula for elementary schools, research on child development, or theoretical development of models of problem solving. After establishing the need for new instrument development in problem solving, discussing various views of problem solving, and reviewing existing measures of problem solving, this report details the development of a paper-and-pencil Test of Problem Solving Skills (TOPSS) and the development of PROFILES: an interview/observation technique to assess problem solving processes in children. The chapter on TOPSS includes the search for items, pilot testing the instrument, and technical information on item analysis, reliability and validity. The chapter on PROFILES includes information on its rationale, its development, the importance of observer training and monitoring, procedures for its administration, and the development of a scoring protocol. (RC)

ED 135 808 95 TM 005 901

Brzezinski, Evelyn Ahn, Unhai

Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part A - Report on Development of Self Assessment of Evaluation Skills.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—09039

Pub Date 30 Jun 73

Grant—OEG-0-71-1051

Note—136p.; For related documents, see TM 005 902-904; Best Copy Available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Educational Needs, *Educational Programs, *Educational Researchers, *Evaluation, Graduate Study, Higher Education, Measurement Techniques, National Surveys, *Self Evaluation, *Skills, Test Validity

Identifiers—*Ohio State University Model Training Project, *Self Assessment of Evaluation Skills Instrument, Universe of Evaluation Competencies

The Model Training Project (MTP) based at The Ohio State University had as its major purpose the development of a training program which would, when implemented, meet the total range of evaluation training needs within the member agencies of the MTP consortium. One of the first jobs for members of the MTP staff was to try to define all the competencies required collectively by all the members of an evaluation

team. That definition of skills and knowledge was called the Universe of Evaluation Competencies (UEC). It was recognized that the UEC must be validated by empirical studies, so the Self Assessment of Evaluation Skills (SAES) instrument included herein, was developed. The UEC was divided into ten major sections, each of which represented, in the view of its authors, a necessary component in the building of an evaluation profession. Skill areas were defined for the ten major sections; further, competencies were specified for each of the skill areas. In July, 1972, representatives from the MTP consortium agencies critiqued the UEC and SAES. Later, consultants worked with the SAES staff in further revision of the SAES. The 234-item instrument which resulted was to be used by practicing evaluators in answering three questions: (1) How competent are you in this skill? (2) How important is this skill to the successful completion of your duties? and (3) How interested are you in performing this skill? The SAES pilot test (including methods and procedures used, results obtained, and conclusions drawn from the results) is also described. (Author/MV)

ED 135 809 TM 005 902

Nealy, Bill And Others

Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part D - Report on Implementation of Decision-Oriented Evaluation Units in Consortium Agencies.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—09039

Pub Date 30 Jun 73

Grant—OEG-0-71-1051

Note—123p.; For related documents, see TM 005 901-904

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Agency Role, Consortia, *Decision Making, *Educational Programs, *Educational Researchers, *Evaluation, Evaluation Methods, Graduate Study, Higher Education, Interviews, *Needs Assessment, Program Design, Program Evaluation, Program Proposals, Standards, Training Objectives

Identifiers—*Ohio State University Model Training Project

This document is divided into three main parts. The first part includes the introduction, history, objectives and rationale for the Model Training Project (MTP); part two deals with the individual consortium responses to the questionnaire developed for this report; and the final section contains the summary and conclusions derived from the previous section. Early in the planning process the consortium established the task of developing and implementing a Model Training Program which would satisfy six main conditions:

- (1) Respond to critical manpower needs in the general area of programmatic educational improvement;
- (2) Provide experience-based training;
- (3) Use resources available within the consortium for implementation of the program;
- (4) Be open-ended and continually responsive to emergent training needs in educational improvement areas;
- (5) Be guided by a continuing productive evaluation system; and
- (6) Be governed and implemented by the total consortium. The membership of the Model Training Program included two project administration agencies, one university-based training agency, eight field-based training agencies, five support system agencies, and eight cooperating agencies. Due to internal (university based) problems, a change in leadership and a change in focus, N.I.E. decided to phase out the project. It is the purpose of this paper to document the role the consortium played in the project, the results obtained, and the positive and negative outcomes of the consortium involvement. (Author/MV)

ED 135 810 95 TM 005 903

Speiss, Madeleine And Others

Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part E - Report Synthesizing Evaluation of Development and Implementation of Model Training Program.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—09039

Pub Date 30 Jun 73

Grant—OEG-0-71-1051

Note—53p.; For related documents, see TM 005 901-904

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Consortia, *Educational Programs, *Educational Researchers, *Evaluation, Evaluation Methods, Evaluation Needs, Graduate Study, Higher Education, Needs Assessment, *Program Evaluation, Standards, Technical Reports, *Training Objectives

Identifiers—*Ohio State University Model Training Project

A major problem inherent in the synthesis of the Model Training Project (MTP) evaluation reports cited herein is the absence of the following: (1) a formal project evaluation design, (2) a set of adequate specifications or standards upon which to assess project activities, (3) consensus among project staff on specific criteria for project evaluation. Consequently, most evaluation efforts were ad hoc, lacking in overall continuity, and based on very general standards for evaluation. These problems were recognized internally by the staff, and were noted in a number of MTP documents. The continuity that did exist was of two types: first, the external review teams had repeat members; second, the external review team findings were followed up to attempt to document project responsiveness; and third, the quarterly and yearly reports to USOE used a reporting format that summed the project activities chronologically. Thus, although there was some continuity, the lack of an overall evaluation design made the task of compiling a cohesive synthesis impossible. Therefore, this document reports numerous evaluation efforts that are little related to each other, which reflects the conditions of ad hoc evaluation that characterized the MTP. (Author/MV)

ED 135 811 95 TM 005 904

Bargar, Robert And Others

Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part F - Report on Design and Evaluation of Internship Experiences.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—09039

Pub Date 30 Jun 73

Grant—OEG-0-71-1051

Note—60p.; For related documents, see TM 005 901-903

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Programs, *Educational Researchers, *Evaluation, Graduate Study, Higher Education, *Internship Programs, Participant Satisfaction, *Program Evaluation, Questionnaires

Identifiers—*Ohio State University Model Training Project

This internship study was designed to relate all Model Training Project (MTP) student responses, as well as responses from the 1972-3 non-MTP (Faculty of Educational Development) Research Associates on a fifty-item internship questionnaire. Coursework completed prior to internship experience improved the competence of interns. Generally, adequate information from which to choose an internship position was not available for the majority of interns. The majority of MTP and non-MTP interns felt their internship experiences were positively correlated to their interests. Few interns were exploited during internship experiences. The majority of interns from both populations felt: (1) supervisors usually provided sufficient explanation of duties and were available when needed, (2) they were able to discuss internship related problems with their direct supervisors, and (3) that the work they completed was of benefit to their supervisors. The majority of MTP and non-MTP interns felt they gained practical knowledge from their internship that will be useful in relation to their career goals, and that the internship experience was the most beneficial aspect of their program of study. MTP interns may have been engaged in more activities that they perceived as being valuable than non-MTP interns. There should be more than one alternative from which to choose an internship position. Internships should be located equally on and off campus. The majority of interns felt at least one internship experience should be required of each Educational Development student. (Author/MV)

ED 135 812

TM 005 933

Licata, Joseph W.

An Internal Evaluation of a Field-Based Training Component for School Administrators.

Valdosta State Coll., Ga.

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date 9 Sep 76

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Education, Comparative Analysis, Curriculum Evaluation, Evaluation Methods, *Field Experience Programs, Graduate Study, Higher Education, Instructional Programs, *Participant Satisfaction, *Performance Based Education, *Principals, *Program Evaluation

Identifiers—Field Oriented Competency Utilization System, Georgia Principal Assessment System, Principal Performance Description Survey, *Project ROME FOCUS

Project ROME-FOCUS (Field-Oriented Competency Utilization System), a competency-based, field-oriented, training program for school administrators was field tested at Valdosta State College, Valdosta, Georgia, January - May, 1976. An internal evaluation conducted by the instructional staff suggested that principals preferred ROME-FOCUS training to traditional programs, achieved a high percentage of project objectives, perceived significant increases in their competency, and suggested that ROME-FOCUS training was more closely related to on-the-job performance than traditional programs. Using the Georgia Principal's Assessment System, pre, post, and control group comparisons were employed by Project ROME at the University of Georgia in conducting an external evaluation of ROME-FOCUS. The external evaluation results suggest that there was a general improvement in the perception of their work environment. The strongest changes in perception took place in teachers who worked directly with their principal in ROME-FOCUS. (Author)

ED 135 813

95

TM 005 957

Hannan, Michael T.

Aggregation Gain Reconsidered. Technical Report No. 8.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Contract—NIE-C-74-0123

Note—18p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Error Patterns, Multiple Regression Analysis, *Research Methodology, *Statistical Bias, True Scores

Identifiers—*Aggregation, Confounding Variables

Aggregation, or grouping, is a statistical procedure through which all members of a study within a specified range of scores (usually observed scores) are assigned a common or "group" score (for example, the group mean). The various social science methodology literatures agree on the costs of grouping: not only does one always lose information in grouping, in a wide variety of situations grouping introduces systematic error (bias). For most educational research applications the existing guidelines are probably appropriate. There is, however, a class of situations in which grouping (of a particular type) will tend to compensate for errors in the original specification. That is, there are certain situations in which grouping produces a gain. Two special cases in which grouping is beneficial are discussed. Both cases involve estimations of effects in structural equation models. One case concerns grouping that minimizes (grouped) variation in confounding variables. The second case concerns the effects of grouping on measurement error. The benefits of the second case are less clear than in the first. The mathematical framework for both cases is presented as are areas for further investigation. (JKS)

ED 135 814

TM 006 000

Stangvik, Gunnar

Approaches to the Analysis of Learner-Task Interactions and Some Implications for the Study of Pedagogical Processes. Project YP, Report No. 7.

Pub Date Jan 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Course Content, Educational Research, *Interaction Process Analysis, *Learning Processes, Research Methodology, Secondary Education, Student Characteristics, Task Analysis, Teaching Methods, *Teaching Models, Teaching Procedures, Vocational High Schools

Identifiers—Aptitude Treatment Interaction, Sweden

The purpose of this paper is to improve knowledge of the interaction between the learner, the teaching arrangement, and the content. For practical purposes the combination of the teaching arrangement and the content has been called the task, as these cannot successfully be treated separately in the teaching-learning process. Through analysis of pupil-task interactions we should be able to discover relationships between the pupil and the task which are crucial to the outcomes of learning in terms of both achievement and attitudes to the task at hand. Different research approaches are classified which have contributed to present understanding of the learner-task interaction. The basic criterion for selection of research approaches has been the interactive character of the research effort as well as its heuristic value. A set of task dimensions to be observed are extracted from empirical research on learner-task interaction. These are: goals, evaluative criteria, structure, complexity, time constraints, and incentive value. Because these dimensions cannot be isolated from social and cultural processes, the study of learner-task interactions cannot be studied only in terms of individual and task characteristics. (MV)

ED 135 815

TM 006 001

Gustafsson, Jan-Eric

Differential Effects of Imagery Instructions on Pupils with Different Abilities.

Gothenburg Univ. (Sweden). Inst. of Education.

Report No.—MID-17

Pub Date Apr 76

Note—41p.; For a related document, see TM 005 865

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aptitude, *Aptitude Tests, Elementary Education, *Grade 5, *Imagery, *Interaction, Multiple Regression Analysis, Sex Differences, Statistical Analysis, *Teaching Methods, Verbal Tests

Identifiers—*Aptitude Treatment Interaction

A study investigating interactions between imagery instructions and aptitude variables is presented. One group consisting of seven fifth-grade classes was given imagery instructions in the reading of a short text, while another group read the text in a regular way. Three different outcomes covering different types of learning were registered. As aptitude variables tests of verbal ability and spatial (or imagery) ability were used. The data analysis indicated that for the girls there were differences between the treatment groups among the aptitude variables; the results for the girls had thus to be left aside. A positive effect of imagery instructions was found for boys high both in verbal and imagery ability with respect to the acquisition of simple terms. For other outcomes and groups of subjects either no effect or a negative effect was found. (Author)

ED 135 816

95

TM 006 018

Marinelli, Joseph J.

An Analytical Process Model for Cost-Effectiveness/Productivity Evaluations of Alternative Educational Programs. Technical Report No. 390 (Parts, 1, 2, and 3).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Contract—NE-C-00-3-0065

Note—509p.; Ph.D. Dissertation, University of Wisconsin; Best copy available

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—*Cost Effectiveness, *Educational Alternatives, Individualized Instruction, *Models, *Productivity, *Program Evaluation

Identifiers—Individually Guided Education

The purposes of this study were (1) to ascertain the state of the art with regard to cost effectiveness and productivity analyses in education and (2) to develop an appropriate cost effectiveness analytical process model for education. Chapters I through III present a review of the literature on cost effectiveness analysis, cost benefit analysis, input-output analysis, and

teacher effectiveness as a precondition to the development of a cost effectiveness model. To specify an analytical process model, the nine major generally recognized steps of cost effectiveness evaluations were examined. The general model and submodels representing each of the nine steps were specified in a network of flow diagrams showing the sequence of analytical operations and cause-effect relationships between elements. The general model classified the steps according to the three dimensions: cost, effectiveness/productivity, and integration of these two components. The submodels are: (1) specify the desired goals and objectives that the alternative educational programs are to fulfill; (2) distinguish the alternative programs; (3) specify evaluative criteria (measures) of effectiveness; (4) specify evaluative criteria (measures) of cost; (5) determine the cost of each alternative; (6) determine the effectiveness of each alternative; (7) display the results from cost and effectiveness determinations against the evaluative criteria; (8) merge cost and effectiveness information into a decision framework and document the merits of each alternative; (9) state the non-quantifiable and uncertainty factors. Steps of the general model were integrated with the conceptual framework of an educational system from a viewpoint of economic analysis. (RC)

ED 135 817

TM 006 033

Barber, Lucie W.

Assessing Preschoolers' Self-Concept: Validation Revisited.

Pub Date [76]

Note—9p.; For related documents, see ED 128 446-460

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Correlation, Personality Tests, *Preschool Children, Preschool Education, Self Concept, *Self Concept Tests, *Test Validity

Identifiers—*Barber Scales of Self Regard Preschool Form, Minnesota Personality Profile II, Self Concept and Motivation Inventory

Various types of validity for the Barber Scales of Self-Regard: Preschool Form have been reported. The purpose of this report is to present the results of further analysis of the data collected in a 1975 field test in which 177 children were rated on the seven Barber Scales, ninety mothers rated their children on the Barber Scales and on the Minnesota Personality Profile II (MP-II), and teachers of 88 of the children administered the Self Concept and Motivation Inventory (SCAMIN). The three instruments are described briefly because the correlations between scores for these instruments were central to this study. Product moment correlations for MPPII total with Self-Regard total and for SCAMIN Self Concept total with Self-Regard total were calculated. The SCAMIN Self Concept score did not relate to the MPPII and related only minimally to the total Self-Regard score, at least for the sample involved. It would appear that the MPPII and the Scales of Self-Regard each assess something that is not measured by the SCAMIN. The case for concurrent validity for the Scales of Self-Regard were supported by the strong relationship with the MPPII. This relationship also provided empirical validation for the theoretical model upon which the Scales of Self-Regard are based. (RC)

ED 135 818

TM 006 041

Carroll, Stephen J. Morrison, Peter A.

National Longitudinal Study of High School Seniors: An Agenda for Policy Research.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—R-1964-HEW

Pub Date Jun 76

Contract—HEW-100-75-0137

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Data Bases, Graduate Surveys, High School Students, *Longitudinal Studies, *Policy, *Research Criteria, *Research Needs, Research Utilization, *Seniors

Identifiers—*National Longitudinal Survey Hi Sch Class 1972

The Rand Corporation, under contract with HEW, developed a research agenda for an emerging data base: The National Longitudinal Study (NLS) of the High School Class of 1972. The study had four main objectives: (1) to identify ways in which public decisionmakers can apply

NLS data to key policy issues; (2) to foster the efficient use of a large and expanding longitudinal data base by researchers in numerous disciplines; (3) to recommend certain key studies in advance of foreseeable national problems; and (4) to identify research opportunities that alternative future directions of the NLS would open up. The agenda identified a broad array of policy issues suitable for research with the NLS. Research topics were clustered that involve closely related aspects of behavior into research domains pertaining to the attainment of economic self-sufficiency, higher education, and the circumstances of personal and family life. The ten high-priority studies singled out were: (1) influence of the secondary school; (2) migration and job search; (3) attitudes and career success; (4) segmented labor markets; (5) evolution of career objectives; (6) nontraditional attendance patterns in post-secondary education; (7) persistence and transition patterns of college parallel students in two-year colleges; (8) development of career aspirations and orientations among young women; (9) consequences of early parenthood; and (10) near-term marital stability. (RC)

ED 135 819 TM 006 042

Rogers, George W., Jr. Rowe, Debbie A.
The Strong-Campbell's AOR Scale and Academic Achievement in College.

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *College Students, Correlation, *Grade Point Average, Grade Prediction, *Higher Education, *Interest Scales, Interest Tests, Persistence, *Predictive Ability (Testing), Test Validity

Identifiers—*Strong Campbell Interest Inventory, Strong Vocational Interest Blank

The Academic Orientation (AOR) scale of the Strong-Campbell Interest Inventory was evaluated regarding its usefulness in predicting academic achievement in college. Also, the AOR scores of 148 low, average, and high functioning college students were compared. Correlational analyses indicated that the AOR is quite inadequate for predicting either short-term or long-term academic performance in college. Additionally, no significant differences were found between the AOR scores of good, average, or poor students. (Author/RC)

ED 135 820 95 TM 006 043

Hooper, Frank H. And Others

An Initial Analysis of Concrete Operations Task Performances and Memory Variables for Children Aged 5 to 13 Years. Technical Report No. 371.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCLL-TR-371

Pub Date Jul 76

Contract—NE-C-00-3-0065

Note—155p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Cognitive Processes, *Concept Formation, Conservation (Concept), Developmental Stages, *Elementary Education, Elementary School Students, Kindergarten Children, *Logical Thinking, *Longitudinal Studies, *Memory, Statistical Analysis, Student Testing, *Task Performance, Test Reliability

Identifiers—*Piagetian Tasks, Piagetian Theory

This report is the initial overall summary of a comprehensive analysis of children's logical concept attainments and memoric abilities and deals exclusively with the initial and second year's assessment data. The focal point for this normative investigation is the concrete operations period spanning the years of middle childhood. The measurement battery consisted of logical concept tasks assessing classificatory abilities (groupements, I to IV, dichotomous sorting, some-all understanding, class inclusion, and combinatorial reasoning); relational abilities (groupements V to VIII, transitive inference—length and weight task formats, serial-ordering, additive serial, and serial correspondence); number concepts (cardinality, conservation and weight (identity and equivalence task formats); and three memory ability measures (forward word and digit series, and visual orientation memory). All the tasks were individually administered. It was concluded that the best characterization of the concrete operations period is a complex inter-

relationship pattern which is multidimensional in nature. The transition from preoperational forms of logical reasoning to a full mastery of the concepts derived from the logical groupements appears not to be a punctuate, discontinuous phenomenon with uniform progress for the various task settings. (RC)

ED 135 821 95 TM 006 044

Haertel, Geneva D.

An Examination of the Relationship Between Memory and Higher Thought Processes Using a Sample of Fifth Grade Children. Technical Report No. 378.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCLL-TR-378

Pub Date Aug 76

Contract—NE-C-00-3-0065

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Achievement Tests, Caucasian Students, Elementary Education, Factor Analysis, Factor Structure, *Grade 5, *Intelligence, Intelligence Tests, *Memory, Recall (Psychological), *Statistical Analysis, *Thought Processes, Validity

Identifiers—Crystallized Intelligence, Fluid Intelligence, *Jensen (Arthur R)

Jensen (1969) proposed a two-factor model of intelligence by which mental abilities can be divided into memory and higher mental processes labeled "Level I" and "Level II" respectively. This study employed statistical methods characteristic of construct validation to examine a battery of memory, intelligence, and achievement tests, seeking evidence of the existence, convergent validity and discriminant validity of the constructs of Level I and Level II intelligence. A principal components factor analysis followed by a promax rotation to oblique simple structure was performed, following Jensen's methodology. To examine the convergent and discriminant validity of each of the constructs, Campbell and Fiske's multitrait-multimethod matrices were constructed. The methods involved were group vs. individual administration for the first matrix and verbal vs. nonverbal response mode for the second. Each of these analyses was performed first using the entire battery of 15 variables. The nine variables used in the second set of analyses were those judged to be "purer" measures of Level I and Level II intelligence. Rural Caucasian fifth grade children were tested. The first factor analysis using all 15 variables yielded six factors providing little support for the two-factor theory. Using all 15 variables there was little support for either the convergent or discriminant validity of the constructs. The factor analysis using the "purer" measures yielded three factors, again providing little support for the theory. Examination of the multitrait-multimethod matrices provided little support for the convergent or discriminant validity of the constructs. In conclusion, the study calls into question the existence of the constructs of Level I and Level II intelligence. In particular, there was little support for the existence of Level I intelligence as a coherent psychological trait. (Author/RC)

ED 135 822 TM 006 046

Conard, C. J. And Others

Self-Grading versus External Proctoring: A Counterbalanced Comparison.

Pub Date [76]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, Comparative Analysis, Grades (Scholastic), *Grading, Higher Education, *Individualized Instruction, *Proctoring, *Self Evaluation, Student Attitudes, *Student Evaluation

This study compared external proctoring and student self-grading in a personalized child development course. The experiment used a counterbalanced experimental design and two traditional control groups. Survey data and objective preferences indicated that students preferred self-grading to proctor-grading. However, students reported that proctor-grading prepared them better for major review exams. Although this belief was not supported by hour exam data from the two counterbalanced groups, results from the traditional control groups indicated that self-grading produced performance that was 10

percentage points lower than proctor-grading. These results are discussed in terms of the use of self-grading procedures in self-paced, individualized courses. (Author)

ED 135 823 TM 006 047

ESEA Title VII Bilingual/Bicultural Education Program; Programa de Educacion Bilingue/Bicultural 1975-1976.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date [76]

Note—202p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Academic Achievement, *Biculturalism, *Bilingual Education, Career Education, *City Wide Programs, Compensatory Education Programs, *Elementary Secondary Education, Evaluation Methods, Parent Attitudes, Program Descriptions, Program Effectiveness, *Program Evaluation, Self Concept, Spanish Culture, Spanish Speaking, Standardized Tests, Student Attitudes, Teacher Attitudes, Test Results

Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *Milwaukee Bilingual Education Program, Wisconsin (Milwaukee)

This is the annual evaluation report of the Title VII components of the Milwaukee Bilingual/Bicultural Education Program funded by Title I and Title VII of the Elementary and Secondary Education Act of 1967 and the Milwaukee Public Schools. The results of the 1975-76 assessment of pupil progress toward achievement of the program's academic and affective goals in elementary and secondary schools are detailed. It includes observations by parents, teachers, administrators, and the Educational Resource Team. Standardized test results indicate the goal of grade level progress was achieved at kindergarten, lower and upper primary in readiness, English reading, and mathematics when Bilingual Program performance was compared with national norms and Title I or Spanish-surnamed comparison groups. Half-day kindergarten children reached the same achievement level as those in full-day classes. Equivalent progress was not demonstrated at middle primary, the level at which many pupils were introduced to reading in their second language. At upper primary, Bilingual Program achievement exceeded that of the Title I Reading and Mathematics Programs. In addition, Spanish reading achievement was high. Both bilingual and comparison pupils tested positive on a self-concept test. A sample of students indicated positive attitudes toward Mexican and Puerto Rican cultures and a high level of cultural knowledge. Career Orientation, Bilingual Typing, and English for Latinos were innovative secondary school courses. Secondary students endorsed bilingual education. Teachers and parents gave the program high ratings in meeting the goals of grade level achievement and improved student self-esteem. Suggestions for program improvement were made. (RC)

ED 135 824 TM 006 048

Armstrong, Roberta A.

The Development of Freshman English, Chemistry, and Mathematics Course Placement Procedures for Fall, 1975 Freshmen (University of Minnesota, Twin Cities Campus). OSA Research Bulletin, Vol. 17, No. 4.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 28 Dec 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Admission Criteria, Aptitude Tests, Chemistry, College Admission, *College Entrance Examinations, *College Freshmen, *College Placement, English, Higher Education, Mathematics, *Multiple Regression Analysis, Predictor Variables

Identifiers—ACT Assessment Program, Preliminary Scholastic Aptitude Test

Beginning in Fall, 1975, applicants to Liberal Arts, Technology, and Forestry at the University of Minnesota could submit scores on either the Preliminary Scholastic Aptitude Test (PSAT) or the American College Testing Program's aptitude battery (ACT) to satisfy entrance testing requirements. This study determined that new course placement procedures in those areas in which placement was already being done (English, chemistry, and mathematics) could be developed

using either test. A multiple regression approach, in which high school performance and aptitude test measures were used to predict course grade in the largest freshman course in each area, was used (i.e., the same procedure as was used to develop the previous placement procedures). PSAT and ACT scores were shown to be useful to about the same degree, and it demonstrated that a combination of high school performance and test data was more useful than either type of information alone. The resulting placement formulas are computationally different for each area but consist of five equations for each: (1) high school rank plus PSAT scores, (2) high school rank plus ACT scores, (3) four high school average grades plus PSAT scores, (4) four high school average grades plus ACT scores, and (5) a relevant ACT score alone. The new placement cutoff scores were developed through equipment equating with the most satisfactory of the old placement equations (ACT and four high school grades) in each area. The resulting placement system is presented. Limitations of the approach used were discussed and suggestions for further research were made. (Author/RC)

ED 135 825 TM 006 049

Stacey, Susan E.

A Guide to Questionnaire Development. Working Paper No. 33.

Pub Date Aug 76

Note—32p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Guidelines, *Questionnaires, Surveys, *Test Construction

The basic steps to be followed in the development of a questionnaire are as follows: (1) specify the goals of the study by listing all the questions the investigation is to answer; (2) review the literature related to topics being studied; (3) define all abstract concepts included in the list of objectives; (4) decide what type of item format will be used; (5) determine what type of statistical analysis is needed; (6) keep in mind item writing rules when constructing the actual questionnaire items; (7) choose an item sequence which best fits the type of survey being conducted; (8) follow guidelines for the physical appearance of the questionnaire; and (9) be sure to include clear instructions and a cover letter. One practical example is used throughout the paper to illustrate each major topic as it is discussed. The example involves a school district which wants to survey residents of the district to determine both their knowledge and perceptions about the school district and its proposed building program. (Author/RC)

ED 135 826 TM 006 051

Abramovic, Wynn A.

Test Types and the Relation of Test Scores to Knowledge.

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Guessing (Tests), *Knowledge Level, Mathematical Models, Multiple Choice Tests, *Objective Tests, Probability Theory, Response Style (Tests), Scores, *Statistical Analysis

Identifiers—Matching Tests, True False Tests

Two basic issues are discussed that involve the Carver model of the relationship between test score and knowledge. The first of these concerns different types of tests which have different probabilities of obtaining the correct answer due to guessing. A derivation is shown which places different test types "on-a-par"—meaning that two tests are designed to maintain a comparable spread in scores; more specifically, this is defined such that two tests have approximately the same rate of change in test score as the proportion of knowledge changes. An equation is provided to achieve this which compares a true-false test to multiple choice or matching tests. It is concluded that for "no tests to be "on-a-par" the number of questions must differ, given the probabilities of obtaining correct answers by guessing differ. The second issue discussed involves approximate confidence intervals on the proportion of knowledge obtained. An equation is provided which gives an approximation for the standard deviation of the proportion of knowledge; limits for three standard deviations appear in another equation. This connection of test scores and knowledge level is very important. It provides a standard basis for

evaluating performance. In addition, it provides some insight into teaching effectiveness. (RC)

ED 135 827 TM 006 052

Nieves, Luis

The GRE and the Minority Student: A Perspective.

Educational Testing Service, Princeton, N.J.

Pub Date [Sep 76]

Note—29p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C. September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Admission Criteria, *College Admission, *College Entrance Examinations, *Graduate Study, Higher Education, *Minority Groups, Predictive Validity, Predictor Variables, *Standardized Tests, Test Bias, Testing Problems, Test Validity

Identifiers—*Graduate Record Examinations

Alternate admission systems are reviewed in respect to the minority applicant in an attempt to assess the nature of the bias frequently referred to in connection with standardized testing. The connection between the use of the Graduate Record Examinations (GRE) as a standardized test and the admission system was explored, concluding that the role and importance of the GRE as an admission criterion was determined by the type of admission system adopted. The psychometric definitions of test fairness (bias) were also reviewed, noting that there are several conflicting definitions of test fairness and that these closely parallel the types of admission systems currently in use. The validity of the GRE was examined, pointing out that the validity, as with most standardized tests, varied with the validity criterion used and various other factors. The need for local departmental validity studies was stressed in addition to the need for special studies for minority groups. Of the three major sources of potential bias common to standardized testing, content bias, environmental bias, and utilization bias, the last was noted as bearing most directly on the concern for testing as a barrier to the admission of minority students into educational institutions. The question of testing as a barrier, in the last analysis, rests with the values which dominate the selected selection of admission criteria in general. These criteria, usually selected with an eye to the outcome of an educational process, are perceived as the necessary prerequisite to a successful academic experience. (Author/RC)

ED 135 828 TM 006 053

Manning, Patricia Cripe

A Validation Study of the Faculty Evaluative Criteria at Florida Technological University.

Pub Date 75

Note—102p.; Ed. D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Administration, College Faculty, Effective Teaching, *Evaluation Criteria, *Faculty Evaluation, Graduate Students, Higher Education, *Rating Scales, Reliability, Undergraduate Students, *Validity

Identifiers—Florida Technological University

The study was carried out to assess the extent of agreement as to the validity of the Faculty Evaluative Criteria used in the College of Education at Florida Technological University. The assessment was carried out among students, faculty, and administrators. The implementation of collective bargaining and declining state revenue for higher education highlighted the need for an objective and fair means of faculty evaluation. There were three groups of participants: sixty undergraduate and sixty graduate students, forty-six full time faculty members, and eight administrators. Ninety-two percent of the undergraduate and ninety percent of the graduate students returned usable data. Eighty-three percent of the faculty responded and all of the administrators returned usable data. The instrument was altered to a Likert Scale format. Participants rated each item according to their own perception of the relative importance of each. The ratings were assessed using item frequency distributions, item variances, correlations, internal consistency of the scales, and standard errors of measurement. The data were treated with multivariate analysis of variance and plotted in the smallest space according to multidimensional scaling. Conclusions and recommendations are presented. (RC)

ED 135 829 TM 006 054

Dirlam, David K. Manganal, Richard A.

Structured Key-Word Analysis.

Pub Date [Apr 76]

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classification, Computer Oriented Programs, *Response Style (Tests), Scoring, *Structural Analysis, Student Testing, *Word Frequency

Identifiers—*Key Word Analysis, Open End Questions

Structured Key-word Analysis is a computerizable technique for objectively analyzing the natural language responses to open-end questions. Key-words are frequently used content words. Pairs of key-words that appear together in protocols either extremely often or extremely seldom (compared with the probability of co-appearance) are termed conjoint or disjoint pairs respectively. Individual protocols can then be scored for degree of stereotyping, uniqueness and fluency. The analysis should be especially helpful for evaluating open education, since standardized tests with closed-end items may not be appropriate for that use. (Author)

ED 135 830 TM 006 055

Bloomfield, Elyn S.

Career Education Interest Inventory Assessment. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Wayne County Intermediate School District, Detroit, Mich.

Report No.—HumRRO-FR-ED-76-51

Pub Date Dec 76

Note—88p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Career Awareness, Career Choice, *Career Education, *Interest Scales, *Interest Tests, Test Reliability, *Test Reviews, Test Selection, Test Validity, Vocational Interests

Career education stresses the importance of increasing the individual's awareness of the world of work, expanding career horizons, and helping students make realistic choices among various adult roles. Career interest inventories are intended to broaden a student's awareness of job requirements and to bring to their attention occupations that would expand their career options. The popularity of career interest inventories has stimulated publishers to glut the market with a bewildering array of instruments. The purpose of this report is to assist the local school district in its sorting-out process. Users of this report will be able to review the test descriptions to find those career interest inventories which seem to come closest to meeting their needs, and then be able to examine the actual documents provided for review by the publisher. This report contains reviews of twenty-three commercially available interest inventories together with recommendations as to which ought to be considered for purchase. Also included in this report are indexes of publishers' names and addresses and an index of test titles grouped by intended grade levels. The appendices contain a glossary of terms, an annotated listing of interest inventories which were not reviewed in the text, an annotated listing of career awareness and development measures, and an annotated bibliography of references to tests and assessment devices appropriate for use with young children. (Author/MV)

ED 135 831 TM 006 056

Adkins, E. Robert

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: High School Norming and Standardization. Final Report.

J W K International Corp., Annandale, Va.

Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-76-79

Pub Date Oct 76

Contract—F41609-75-C-0044

Note—58p.; For a related document, See ED 131 104

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Aptitude Tests, Females, *High School Students, Males, *National Norms, Secondary Education, *Standardized Tests, Statistical Data, Tables (Data), *Vocational Aptitude

Identifiers—*Armed Services Vocational Aptitude Battery

Form 5 of the Armed Services Vocational Aptitude Battery (ASVAB) was administered to over 35,000 male and female students in grade nine through twelve. The sample was selected to be representative of the students in the national high school population. Normative percentile tables were developed for each subtest and composite for each grade and sex. (Author)

ED 135 832

TM 006 057

Faunce, R.W. Walen, Tracey

The Minneapolis Accountability Project: 1972-1976. Final Report.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date Jan 77

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Advisory Committees, *Citizen Participation, *Community Involvement, Discipline, *Educational Accountability, *Educational Programs, Program Effectiveness, *Program Evaluation

Identifiers—*Minneapolis Accountability Project, Minnesota (Minneapolis)

The Minneapolis Accountability Project was an effort of the Minneapolis Public Schools to provide greater accountability to the public by helping citizens evaluate school programs. Citizens' study groups were provided with staff to help them in a year-long study of a topic selected by a citizen's advisory board. Study committees met weekly throughout the school year and made recommendations to the school board in the spring. Followup activities sought to promote implementation of the recommendations. The project operated from September 1972 through June 1976 and produced six studies: Pupil Progress Reporting, Use of Teachers' Skills, Basic Skills, Curriculum Development Procedures, Community Participation, and School Discipline. This report summarizes the project's four years. Emphasis is placed on the final year since the first three years have been described in earlier reports. An attempt is made to assess the project's impact. Participants were surveyed, study committee chairpersons assessed their committee's impact, state and local school officials gave their views, and newspaper reports of the project were reviewed. An independent evaluator hired by the state evaluated the project. Finally, an estimate of the status of the 95 recommendations made by study committees is given. Reactions of participants, the press, the state funding agent, the independent evaluator, and the superintendent were favorable. However, implementation of recommendations varied with the topic, and committee chairpersons' views reflected this variation. All chairpersons, however, felt the Accountability Project itself was worthwhile. (Author/RC)

ED 135 833

TM 006 058

Handbook on Examinations: Elementary, Secondary and Continuing Education.

New York State Education Dept., Albany. Div. of Educational Testing.

Pub Date 76

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Achievement Tests, Adults, College Bound Students, Elementary Secondary Education, Equivalency Tests, *Guides, Occupational Tests, Post Secondary Education, Scholarships, Standardized Tests, Standards, *State Programs, *Testing Programs

Identifiers—*New York, New York State Regents Examinations, Regents Scholarship and College Qualification Test

This handbook presents an overview of the New York State Testing Program as well as specific information on the Regents Examinations, Regents Scholarship and College Qualification Test, the Optional High School Achievement Examinations, Basic Competency Tests, New York State Standardized Tests, the Pupil Evaluation Program, Continuing Education Tests, and the High School Equivalency Testing Program. Regents examinations help maintain the high academic standards which New York State high schools provide for pupils with average and above average skills. Statewide Achievement Examinations

provide schools with flexible instruments for measuring and certifying the achievement of high school pupils whose abilities, interests, and goals differ from those of pupils in courses leading to Regents examinations. Standardized tests give elementary, intermediate, and junior high schools the means to monitor both pupil achievement and program effectiveness in important skill and subject areas. Optional high school achievement and occupational education tests emphasize to teachers and schools important goals and standards in subjects not covered by Regents and Statewide Achievement Examinations. (MV)

ED 135 834

TM 006 059

Scheetz, James P.

The Use of PBIB Designs in Educational Evaluation.

Pub Date [Sep 76]

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Item Sampling, Statistical Analysis, Testing Programs

Identifiers—*Partially Balanced Incomplete Block Designs

When performing large scale evaluations (e.g., on a state-wide or national level) it may not be possible to administer all items in the item universe to all respondents in the subject population. One method which has been proposed to sample both items and respondents is multiple matrix sampling (MMS) in which a sample of the items is administered to a sample of subjects. In this study, the rules for constructing partially balanced incomplete block (PBIB) designs were followed in assigned items to subtests. Estimates of the population mean and variance were obtained and the results were compared with the estimates of the mean and variance obtained from using simple random sampling to construct subtests. In all comparisons between the two methods of assigning items to subtests, the number of subtests, the number of items per subtest and the total number of observations was held constant. The findings suggest that use of the PBIB designs may result in slightly less variable estimates of the mean, but simple random sampling will result in slightly less variable estimates of the variance. The primary conclusion is that the gain in precision which may occur when using PBIB designs is probably not worth the added effort and expense. (Author)

ED 135 835

TM 006 060

Echternacht, Gary

The Choice of Covariates.

Pub Date [Apr 76]

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Analysis of Covariance, Correlation, Error Patterns, *Observation, Probability, Program Evaluation, Statistical Bias

The analysis of covariance is frequently used in observational studies to either adjust treatment comparisons for biases due to different distributions of extraneous variables or for improving the precision of the treatment comparisons. This paper discusses aspects that the researcher should keep in mind when planning such a study. In particular it discusses which variables should be selected as covariates when there is a positive correlation among all the variables. (Author)

ED 135 836

TM 006 061

Sachar, Jane

Use of Performance Models in Developing Standardized Tests.

Pub Date [Sep 76]

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arithmetic, Elementary Education, *Elementary School Students, Grade Equivalent Scores, Item Sampling, Norms, Probability, *Standardized Tests, *Test Construction

Identifiers—Performance Models

A test of mental arithmetic skills was developed and normed for children in grades one

to six. Statistical techniques were used to predict the probability correct for each item and to rank order the items. Students in a given grade took only one level of the test and inferences were made of their performance on those tests which they did not take. Using performance models, student scores on each test were predicted by estimating parameters in functional relationships between probability correct for the population and the individual. A function was found mapping the probability correct for a given item on one test and grade to the probability correct for the same item on another test and grade. Then the probability correct on any item in any test could be predicted for a given grade. Performance models for each student were used to predict student scores on each test. A functional relationship was found between the probability correct for the population and the probability correct for the individual on groups of items. From the student's performance curves, the probability correct for those items that he or she did not take could be predicted, and a total score on any given test thus computed. Traditional norming procedures were then applied to these scores in determining grade equivalents. (Author/RC)

ED 135 837

TM 006 062

Livingston, Samuel A.

Choosing Minimum Passing Scores by Stochastic Approximation Techniques.

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.

Report No.—ETS-COPA-76-02

Pub Date Sep 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cutting Scores, *Performance Tests, *Statistical Analysis

Identifiers—Robbins and Monro Method, *Stochastic Approximation, Up and Down Method

Often a written test is used as an inexpensive substitute for a performance measure. A specified minimum performance level or probability of successful performance can be translated into a minimum passing score for the written test most efficiently by measuring the performance of students whose written test scores are near the desired cutoff score. Stochastic approximation methods accomplish this purpose. The up-and-down method and the Robbins-Monro process are presented, discussed, and compared. (Author)

ED 135 838

TM 006 063

The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date [Jun 76]

Note—139p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Achievement, Agency Role, College Entrance Examinations, *Conference Reports, *Educational Assessment, Elementary Secondary Education, Followup Studies, Hypothesis Testing, Information Utilization, Item Sampling, Kindergarten, Mathematics, Measurement Techniques, Needs Assessment, Performance Tests, Questionnaires, School Districts, Skill Development, Standards, State Agencies, State Departments of Education, *State Programs, Testing Problems, Testing Programs

Identifiers—AAHPER Cooperative Health Education Test, ACT Assessment Program, Delaware Educational Assessment Program, Iowa Assessment Program, Michigan Educational Assessment Program, *National Assessment of Educational Progress, Nebraska Assessment Battery Essential Learn Skills, Pennsylvania Educational Quality Assessment

For the past six years the National Assessment of Educational Progress has sponsored a national Conference on Large-Scale Assessment, designed to promote and improve communications among educational assessment personnel in State Departments of Education and other agencies. This volume contains most of the papers that were accepted for presentation at the half-day formal

paper session. The 11 papers included here are: (1) "The State Agency as a Resource in Local Needs Assessment" by Paula T. Britton; (2) "Establishing Criterion Levels for Judging the Acceptability of Assessment Results" by Iris Weiss and Larry Conaway; (3) "N-Abels-A Manageable Technique for Monitoring the Acquisition of Essential Learning Skills" by Harriet A. Egerton and Hugh A. Harlan; (4) "A Process for Developing, Implementing and Following Through on an Assessment Program in Fifth- and Eighth-Grade Mathematics" by Max Morrison; (5) "Educational Quality Assessment Follow-Up Survey of the 1974 Assessment" by Joyce S. Kim; (6) "Hypothesis-Testing in Large-Scale Assessment" by Frank W. Rivas; (7) "A Plan for Utilization of Assessment Data by Local Education Agencies" by John A. Jones and Charles D. Oviatt; (8) "ACT Test Data and Program Assessment for Large School Districts" by Robert Cramer; (9) An Example of the Use of Multiple Matrix Sampling Procedures in a Local District Assessment Program" by Carl D. Novak; (10) "Measurement Problems and Issues Related to Applied Performance Testing" by James R. Sanders; and (11) "Symposium on: Large-Scale Assessment Reporting and Usage: Delaware and Georgia as Exemplars" by Robert Bigelow and Hervey Scudder.

ED 135 839 95 TM 006 064

Crane, Robert Hulsart, Richard

Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C. Pub Date [Apr 75]

Note—32p.; Papers presented at the Regional Conference of the National Council for Social Studies (Virginia Beach, Virginia, April 24-26, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, *Classroom Techniques, *Curriculum Evaluation, *Educational Alternatives, Elementary Secondary Education, Evaluation Methods, Group Tests, Measurement Techniques, National Competency Tests, *National Surveys, Program Evaluation, *Social Studies, Standardized Tests, Student Attitudes, Student Evaluation, *Student Testing

Identifiers—Kansas (Shawnee Mission), *National Assessment of Educational Progress, Shawnee Mission Public Schools

"The Politics and Process of Evaluation and Decision Making in the Schools: The Shawnee Mission, Kansas, Experience" and "Use of National Assessment Model for Classroom Evaluation" were two papers presented at the Regional Conference of the National Council for the Social Studies. The first paper concerned the development of an evaluation plan for the alternative American Studies program in the eighth through twelfth grades of the Shawnee Mission, Kansas, school district, during the 1973-74 school year. This plan called for three output measures: (1) a factual achievement test, (2) a study on habits and attitudes, and (3) a student opinion grid. The SSHA Survey of Study Habits and Attitudes was chosen for use, along with a teacher-developed Student Opinion Grid. Later, National Assessment of Educational Progress (NAEP) items were designated for the core of neutral items in the factual survey; this American Studies Factual Knowledge Survey is appended. The second paper explained the use of the NAEP exercises, which are administered on a national basis to young people and adults, for classroom, teacher and individual student evaluation. (MV)

ED 135 840 95 TM 006 067

Koseoff, Jacqueline And Others

A System for Describing and Evaluating Criterion-Referenced Tests.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-57

Pub Date Dec 76

Contract—400-75-0015

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Evaluation, *Evaluation Criteria, *Evaluation Methods, *Rating Scales

Identifiers—Criterion Referenced Test Description Evaluation

There are, at present, a number of tests that are labeled criterion referenced. These tests vary considerably in format, design, analysis, and function. In order to provide an efficient and objective procedure for describing, assessing, and comparing these measures, the Criterion Referenced Test Description and Evaluation (CRTDE) rating system was developed. This system incorporates general concern for the overall characteristics and usability of a CRT and a specific concern for the technical excellence with which the CRT was developed and analyzed. The CRTDE rating form is divided into eight parts. The first three pertain to overall CRT characteristics and usability: (1) marketing and packaging, (2) examinee appropriateness, and (3) administrative usability. The second five pertain to CRT technical excellence: (4) function and purpose, (5) objectives development, (6) item development, (7) methods of score interpretation, and (8) analysis and validation. In addition to an explanation of the rating system, this paper includes detailed instructions so that it can be used in a standardized and accurate way by school personnel, test-selection committees, researchers, and professional evaluators. (Author/RC)

ED 135 841 95 TM 006 068

Koseoff, Jacqueline Fink, Arlene

The Appropriateness of Criterion-Referenced Tests for Evaluation Studies.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-60

Pub Date Dec 76

Contract—400-75-0015

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Criteria, *Criterion Referenced Tests, Feasibility Studies, Program Effectiveness, *Program Evaluation, Test Construction, Testing Problems, *Test Reviews, Test Selection, Test Validity

Identifiers—*Large Scale Evaluation

This report represents the results of an investigation of the appropriateness of criterion-referenced tests (CRTs) for large-scale evaluations. First, the development and validation of CRTs, including the formulation and generation of CRT objectives, items, and score-interpretation schemes and dimensions of item and test quality, were examined to determine whether on theoretical grounds alone CRTs are suitable for large-scale evaluations. Second, the practical characteristics of CRTs were studied to determine if it is feasible to use currently available CRTs for large-scale evaluations. A set of criteria for selecting tests for evaluation purposes was devised and used to review 28 CRTs. A conclusion was reached that CRTs are not appropriate for use in large-scale evaluations for practical but not theoretical reasons. (Author)

ED 135 842 95 TM 006 069

Rasp, Alfred Jr.

Using Anchor Test Study Tables in State Assessment Programs.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-58

Pub Date Dec 76

Contract—400-75-0015

Note—8p.; For the Anchor Test Study, see ED 092 601-634

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Assessment, Elementary Education, *Equated Scores, Grade 4, Grade 5, Grade 6, *Norms, Raw Scores, Reading Achievement, *Reading Tests, Standardized Tests, *State Programs, Test Interpretation

Identifiers—*Anchor Test Study

This paper focuses on three topics. The first introduces the original Anchor Test Study conducted and reported by Educational Testing Service (ETS) from 1971 to 1974. This study, involving the testing of more than 300,000 children, produced raw score equivalency tables for eight commonly used reading tests and new in-

dividual and school-mean norms tables for grades 4, 5, and 6. The second part describes Washington State's 1973-74 use of the Anchor Test Study tables to conduct a reading assessment based on a statewide sample of sixth-grade students and 1974-75 efforts to develop computer programs to facilitate greater practical application of the original tables. The final section describes advantages shown by the Washington experience and presents suggestions aimed at maximizing the potential of the anchor approach to a state-level assessment of reading achievement. (Author/RC)

ED 135 843

TM 006 071

Riley, Gerald R.

Follow Through Program Evaluation, 1975-76.

Wichita Public Schools, Kans. Div. of Research, Planning and Development Services.

Pub Date Jan 77

Note—186p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Cohort Analysis, Comparative Analysis, *Compensatory Education Programs, *Early Childhood Education, Elementary Schools, *Grade Equivalent Scores, Longitudinal Studies, Low Income Groups, Parent Participation, *Program Evaluation, *Standardized Tests, Student Testing, Test Results

Identifiers—Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Metropolitan Readiness Test, *Project Follow Through, Tucson Early Education Model, Wichita Kansas School District

The Wichita Follow Through Project (Tucson Early Education Model) involved kindergarten through third grade pupils from low and middle income families in four elementary schools. The 1975-76 longitudinal evaluation was based primarily on results from the Iowa Tests of Basic Skills (grades three-six). Also included were the Metropolitan Readiness Test (first grade) and Metropolitan Achievement Test (second grade). The groups which had completed Follow Through generally achieved higher total grade equivalent gains than their comparison groups. As indicated by the 1975-76 evaluation, the Project may have long-term effects on achievement in basic skills. (Author)

ED 135 844

TM 006 074

Hall, Maud C.

An Evaluation of Curriculum Planning Processes and Products.

Pub Date [Apr 77]

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Committees, Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Curriculum Planning, Elementary Secondary Education, *Evaluation, Measurement Techniques, Models, School Districts, Statistical Analysis, Systems Analysis, Teacher Administrator Relationship, Teacher Attitudes, Teacher Participation

The study was an evaluation of the planning processes and the products of a curriculum engineering system in a school district. The primary objective was to determine the relationship between the quality of group planning effort exerted by curriculum committees and the quality of curriculum products produced by them. A systems analysis model was constructed in order to provide a theoretical framework for determining the multiple effects of selected group process variables upon the three group product variables of written curriculum products, changed teacher attitudes, and member satisfaction. Both qualitative and quantitative research methods were employed in the study. (Author)

ED 135 845

TM 006 075

Lunneborg, Clifford E. Lunneborg, Patricia W. Construct Validity of Four Vocational Interest Factors.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Feb 77

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Correlation, *Factor Structure, High School Students, *Interest Tests, Second-

dary Education, *Validity, *Vocational Interests
 Identifiers—*Strong Campbell Interest Inventory, *Vocational Interest Inventory

Using a rotated varimax solution based on high school juniors, factor scores on the Vocational Interest Inventory were computed for 300 counseling clients. These factor scores were correlated with the 6 General Theme, 23 Basic Interest, and 124 Occupational Scales to the Strong-Campbell Interest Inventory. Based on the strength and direction of the simple and multiple correlations observed, the four factors of Organization vs. Outdoor, Service vs. Technical, Business Contact vs. Science, and Artistic vs. Conventional were concluded to underlie interest measures within the RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional Scales) framework. (Author/RC)

ED 135 846

TM 006 076

Mullis, Ina V. S., And Others

What Students Know and Can Do: Profiles of Three Age Groups.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—OEC-0-74-0506

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, Age Groups, Caucasian Students, *Cohort Analysis, Community Characteristics, *Educational Assessment, Elementary Secondary Education, Females, Geographic Regions, Males, *National Surveys, Negro Students, Parent Education

Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, and 17-year-olds. The purpose of this report is to attempt to summarize performance across all learning areas for each age group separately. Results were selected to provide a useful and interesting overview of what students know and can do. Each chapter of the report contains information about one of the three age groups. The first part of each chapter, "Summaries of Ten Learning Areas," is devoted to a series of short descriptions of the findings for each subject area. The second section of each chapter highlights achievements attained by students. The lists describe the actual achievements of many students, some students, and few students. Readers must decide for themselves whether these actual achievements are adequate or not. The third section, "Patterns of Group Results," summarizes the results obtained for regions of the country, males and females, blacks and whites, different types of communities, and different levels of parental education. (RC)

ED 135 847

TM 006 077

Biersner, Robert J.

Measurement of Reading Proficiency Among Navy Recruits.

Naval Education and Training Command, Pensacola, Fla.

Report No.—CNETS-R-1-76

Pub Date Apr 76

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aptitude Tests, Demography, *Enlisted Personnel, Eye Hand Coordination, Intelligence Tests, Lateral Dominance, *Nonverbal Tests, Perception Tests, *Reading Achievement, Reading Level, Reading Skills, Reading Tests, *Remedial Reading Programs, *Screening Tests, *Verbal Tests

Identifiers—*Navy

Several verbal and nonverbal tests and measures, including the General Classification Test (GCT), Mechanical Test (MECH), Arithmetic Test (ARI), Clerical Test (CLER), Raven Progressive Matrices (RPM), age, education level, race, speaking English as a native or second language, modification of hand use, and measures of handedness and eyedness were used to differentiate between a group of recruits enrolled in a Navy remedial reading program and a non-remedial comparison recruit group. These tests and measures were also associated with reading

achievement attained by the remedial recruits as measured by pre- and post-test performance on the comprehension subtest of the Gates-MacGinitie Reading Test. The results show that verbal tests (GCT, MECH, and ARI) were correlated highly with the group (remedial/non-remedial) criterion. The data indicate that the RPM, which was associated significantly with the group criteria, was also highly related to these other verbal measures. The CLER test, however, was found to have only a low order correlation with these other verbal tests. CLER scores were found to be correlated significantly with the group criterion. Other nonverbal measures, including education, race, modification of hand use, and consistency of hand and eye use, were also shown to differentiate significantly between the two groups. (Author/MV)

ED 135 848

TM 006 078

The Objective-Referenced Measure in Mathematics for Delaware Grade Four Students. Final Report.

Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.

Pub Date Feb 77

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Criterion Referenced Tests, Diagnostic Tests, Educational Assessment, Educational Objectives, Elementary Education, *Grade 4, *Mathematics, School Districts, *State Programs, *Testing Programs, Test Reliability, *Test Results

Identifiers—Delaware Educational Accountability System, Delaware Educational Assessment Program

Part I of this report attempts to describe the system that was developed for local educational agencies by the Delaware State Department of Public Instruction to support classroom and curricular improvement in mathematics through the administration of an objective-referenced test in mathematics to grade four students. This system includes the development of ancillary services and products to support the use of the testing results. The testing materials and related products are part of the Delaware Educational Accountability System. The state level results are presented in Part II. Included is a description of Delaware mathematics strengths and weaknesses by strand and objective. Specific conclusions and recommendations are presented in Part III. The conclusions and interpretive comments were generated by the members of the Delaware Mathematics Advisory Committee. (Author/RC)

ED 135 849

TM 006 079

Evaluation and Analysis to Support Decisionmaking.

Comptroller General of the U.S., Washington, D.C.

Report No.—PAD-76-9

Pub Date 1 Sep 76

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Decision Making, *Evaluation, *Evaluation Methods, Federal Government, *Federal Programs, Guides, *Policy, *Program Evaluation, Resource Allocations

Legislation requires that the Comptroller General of the U.S. develop and recommend to the Congress methods for review and evaluation of government programs carried on under existing law. This document is a first step in collecting and disseminating general concepts on these activities and how they are related to other activities in the continuum of decisionmaking about government programs. The document is offered for the use of anyone who is evaluating programs and analyzing policy alternatives in the sense of engaging in a careful appraisal of what happened, why it happened, what choices are available for future actions and what the implications are of those choices. It is intended for use by all persons who are concerned with this process whatever the academic discipline or professional background from which they approach the problem. While addressed primarily to practitioners, it is hoped that this publication will also be a useful reference to those who, as legislators or managers, for example, are interested in the products of evaluation and analysis. The chapters discuss the framework within which these activities are performed and provide both conceptual and practical guidance. The emphasis throughout

is not on advanced quantitative techniques, but on essential concepts and basic approaches. (RC)

ED 135 850

TM 006 080

Gastright, Joseph F.

Some Empirical Evidence on the Comparability of School Unit Residuals Based on Achievement and Non-Achievement Variables.

Pub Date [Apr 77]

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Elementary Education, *Elementary Schools, *Measurement Techniques, *Multiple Regression Analysis, Predictor Variables, *Program Effectiveness, *School Demography, *Schools, Student Mobility

School unit residuals from multiple regression predictions of sixth-grade reading scores were developed for a population of 66 elementary schools, using Dyer's Method II (matched longitudinal data) and Method III (unmatched longitudinal data). The input variable sets were (1) previous achievement data alone, (2) achievement data and nonachievement data, and (3) nonachievement data alone. Residuals for the various methods and sets of input variables were correlated to study their comparability. Residuals from Method II and III correlated highly. Residuals based on nonachievement variables were unrelated to those based on achievement alone. (Author)

ED 135 851

TM 006 081

Games, Paul A.

Nesting, Crossing, Type IV Errors, and the Role of Statistical Models.

Pub Date [Apr 77]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, *Error Patterns, *Mathematical Models, *Statistical Analysis, *Tests of Significance

Identifiers—*Type IV Error

Games (1973) criticized the Marascuilo and Levin (1970) "nested" or simple effects design as a poor substitute for the usual logic of a factorial analysis of variance. Marascuilo and Levin's use of "nesting" is completely idiosyncratic and contrary to well-established usage, thus confusing the student. Proper usage is illustrated. Statistical usage modifies models to fit the reality of the data, just as scientific models are modified to fit the facts. All present scientific models are wrong. We seek gradual improvements so our models come ever closer to the truth, but we recognize them as approximations with a certain margin of error. Similarly in data analysis we search for a simple model that describes the data within the limits of sampling error. Texts and articles reflecting this approach are cited. Marascuilo and Levin (1976) actually claim that Type IV errors are as important as Type I and Type II errors. They advocate extreme rigidity as a virtue disguising it under the name of "elegance". The flexibility desired in a good scientist is equally desirable in a good data analyst. (Author)

ED 135 852

TM 006 083

Millman, Jason

Creating Domain-Referenced Tests by Computer. Pub Date [Apr 77]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Programs, *Criterion Referenced Tests, *Item Banks, Mastery Tests, *Test Construction

Identifiers—*Domain Referenced Tests

A unique system is described for creating tests by computer. It is unique because, instead of storing items in the computer, item algorithms similar to Hively's notion of item forms are banked. Every item, and thus every test, represents a sample from domains consisting of thousands of items. The paper contains a discussion of the special practical applications of such tests, a description of the easy-to-learn user language in which item algorithms are written, and

the results of using the tests in a college course taught by the mastery learning instructional strategy. (Author/RC)

ED 135 853 TM 006 084

Reckase, Mark D.

Computerized Achievement Testing Using the Simple Logistic Model.

Spons Agency—Missouri Univ., Columbia.

Pub Date [Apr 77]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Tests, College Students, *Computer Programs, Higher Education, *Mathematical Models, Predictive Validity, Probability, Statistics, Student Attitudes, *Test Reliability, *Test Validity

Identifiers—*Rasch Simple Logistic Model, *Tailored Testing

The reliability and validity of a tailored testing procedure based on the simple logistic model was determined for an achievement test in statistics and measurement. The test was administered on a CRT terminal to students from graduate and undergraduate measurement courses. Equivalent form reliability over a one-week interval was found to be 0.595 while KR20 reliability measures for the traditional course exams yielded 0.756 and 0.574. The tailored testing procedure administered 20 items or less while the traditional tests were 55 and 50 items respectively. The tailored test was a valid predictor for the graduate course. (Author)

ED 135 854 TM 006 085

Porter, D. Thomas

The Development of a Computerized System for the Estimation of Reliability for Measurement Systems Employing Interval or Ratio Data.

Pub Date [Apr 77]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Programs, Item Analysis, *Reliability, *Statistical Analysis, *Test Reliability

Identifiers—*PIAS

Critical to precise quantitative research is reliability estimation. Researchers have limited tools, however, to assess the reliability of evolving instruments. Consequently, cursory assessment is typical and in-depth evaluation is rare. This paper presents a rationale for and description of PIAS, a computerized instrument analysis system. PIAS makes two major contributions to measurement theory and practice: (1) PIAS is a collection of most of the routines necessary for such analyses in one user-oriented package, and (2) PIAS provides unique output allowing the user to identify the most efficient combination of items; i.e., the smallest number of items with the highest reliability. A utilization agreement and order form for PIAS is included. (Author/RC)

ED 135 855 TM 006 086

Blue, Terry W.

The Effect of Written and Oral Student Evaluative Feedback and Selected Teacher and Student Demographic and Descriptive Variables on the Attitudes and Ratings of Teachers and Students.

Pub Date [Apr 77]

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Changing Attitudes, *Feedback, Group Relations, Junior High Schools, School Attitudes, Self Evaluation, Statistical Analysis, *Student Attitudes, Student Characteristics, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics

Nine hypotheses dealing with the effect of four modes of student evaluative feedback on eight measures of teacher and student attitudes and ratings were tested. Five ancillary questions were investigated to assess the effect of teacher and student demographic variables, group processes variables, the application of attitude change theory, and the interrelationship of measures. A consistent pattern was found on all comparisons

of the effects of treatment on eight posttest measures. A number of teacher and student demographic variables, selected group processes variables, and level of teacher-student rating discrepancy were found to significantly influence attitude and rating scores. Suggestions for the improvement of teaching behaviors, student behaviors, and learning environments were offered. Implications for teacher education were presented. (Author)

ED 135 856 TM 006 087

Strully, Cynthia F.

Test Analyses: Screening and Verification Instruments for Preschool Children. Volume I.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Jan 77

Note—290p.; Publication of Volume II is forthcoming

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Annotated Bibliographies, *Diagnostic Tests, *Handicap Detection, Identification Tests, Norms, Preschool Children, Preschool Education, *Preschool Evaluation, *Preschool Tests, Scoring, *Screening Tests, Test Interpretation, Test Reliability, Test Selection, Test Validity

Identifiers—Project CONNECT

This volume was developed to enable local program personnel to determine the appropriateness of a test in relation to a child. No endorsements are made. For 68 preschool tests, the following information is presented when available: title, whether the test is for screening or verification, bibliographic information, descriptive information, examinee appropriateness, administrative considerations, scoring and interpretation, implications for programming, normative data, technical aspects, references, and additional information. (RC)

ED 135 857 TM 006 088

Ross, Geraldine

Program Implementation and Pupil Achievement in Three Title I Projects.

Pub Date [Apr 77]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Gains, Administrator Attitudes, Classroom Observation Techniques, *Compensatory Education Programs, Disadvantaged Youth, Elementary Education, *Elementary School Mathematics, Elementary School Students, Elementary School Supervisors, *Learning Activities, *Program Development, Program Evaluation, *Reading Programs, Summative Evaluation

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Pupil activity was observed in three Title I projects to determine the frequency of certain essential activity categories, to compare those frequencies with the supervisors' ideal, to assess relationships between pupil activity and achievement, and between implementation and achievement, and to compare supervisor ratings of implementation with observed implementation. Results indicated that pupil activity frequencies were different among the 13 to 37 sites within projects, that achievement varied significantly between sites, that there was no consistent relationship between pupil activity variables and achievement, and that neither measure of project implementation was related to achievement. Recommendations for future research are made. (Author)

ED 135 858 TM 006 089

Montare, Alberto And Others

Basic Skills: What Competencies Shall Be Measured and How?

Pub Date [Apr 77]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Armed Forces, *Basic Skills, Business, Citizenship Responsibility, Criterion Referenced Tests, *Educational Assessment, Federal Government, Job Skills, Social Responsibility, *State Programs, *Testing Programs

Identifiers—New Jersey Educational Assessment Program

This paper represents a summary statement on an investigation into the area of statewide testing of minimum basic skills conducted last year for the New Jersey Task Force on Competency Indicators and Standards. Survey work and the study of source documents led to the following conclusions: (1) there was no obvious and agreed upon set of employment skills but that these, to the extent that employers will even talk about them, varied widely from job to job (perhaps a large scale job analysis might be more revealing); (2) there was no obvious and agreed upon set of social and citizenship skills required by all people; (3) having a minimum competency test on common employment, social and citizenship skills cannot be accomplished at this time without a large scale job analysis; (4) competency tests can be and have been built and are characteristically of the criterion-referenced type; (5) nationally, although competency tests exist and are used typically to measure basic skills in reading and math, rarely does performance on them constitute a graduation requirement; and (6) the state testing program in New Jersey in reading and math, like tests in many other places, seemed to go beyond the basics of reading and math into abstract levels which may not need to be mastered by all or even most students. (Author/MV)

ED 135 859 TM 006 090

Padia, William L.

The Consequences of Model Misidentification in the Interrupted Time-Series Experiment.

Pub Date [Apr 77]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Error Patterns, *Hypothesis Testing, *Mathematical Models, Probability, Research Design, Research Methodology, Social Science Research, *Statistical Analysis, Tests of Significance, Validity

Identifiers—*Interrupted Time Series, Time Series Analysis, Type I Error

Campbell (1969) argued for the interrupted time-series experiment as a useful methodology for testing intervention effects in the social sciences. The validity of the statistical hypothesis testing of time-series, is, however, dependent upon the proper identification of the underlying stochastic nature of the data. Several types of model misidentifications are examined for some commonly encountered models in the social sciences. Analytic expressions for actual Type I error and power probabilities are derived when the mathematics is tractable; simulation techniques are adopted for the remainder of the cases. Results indicate that model misidentification leads to severe perturbations of the nominal probabilities. (Author)

ED 135 860 TM 006 091

Timm, Neil H.

Growth Curve Analysis.

Pub Date [Apr 77]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Analysis of Covariance, *Analysis of Variance, *Hypothesis Testing, *Mathematical Models, Matrices, Research Problems, *Statistical Analysis

Identifiers—*Growth Curve Analysis

Several procedures proposed in the literature for the analysis of growth curves are reviewed. Particular attention is given to the current issues in this area to guide practitioners in the selection of the most appropriate methodology. (Author)

ED 135 861 TM 006 092

Shann, Mary H.

An Evaluation of Unified Science and Mathematics for Elementary Schools (USMES) During the 1973-74 School Year.

Boston Univ., Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 75

Grant—GW-7909

Note—286p.; For related documents, see TM 005 913 and TM 006 095

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, Elementary Education, *Elementary School Mathematics, *Elementary School Science, Evaluation Methods, *Interdisciplinary Approach, *Mathematics Curriculum, Problem Solving, Program Effectiveness, Program Evaluation, *Science Curriculum

Identifiers—*Unified Science Mathematics for Elementary Schools

This evaluation report investigates the effectiveness of the Unified Science and Mathematics for Elementary Schools (USMES) program during the academic year, 1973-74. USMES is a curricular program designed to develop the problem solving abilities of students attending grades one through eight. The goal of the program is the development of 32 interdisciplinary units engaging the student in long-range investigations of real and practical problems taken from his or her school or community environment. These areas were identified as high priority issues during the first year of a comprehensive program evaluation: actual usage, proof of concept, materials, teacher training, and indirect effects. Once these issues were specified, the evaluators selected the following indicators through which they would gather the required data: (1) a test especially designed for assessing problem solving abilities; (2) selected subtests of the Stanford Achievement Test; (3) observational scales for classroom activity analyses; (4) questionnaires surveying how the teachers were implementing the USMES program; (5) direct interviews with USMES teachers, principals, district level administrators, and leaders of district resource teams who would train USMES teachers; and (6) on site visits for unstructured observations and interviews to determine the actual patterns of program adoption or adaptation. Following an initial overview, chapters two through six address each issue, one by one. A concluding chapter then summarizes, offers specific conclusions, and makes recommendations for the future development and implementation of the USMES program. (RC)

ED 135 862 TM 006 093

Love, Judith A. And Others

An Instrument to Describe College Teaching: A Reliability Study.

Pub Date [Apr 77]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classroom Observation Techniques, *College Instruction, Correlation, *Effective Teaching, Factor Analysis, Higher Education, *Lecture, *Reliability, Teacher Behavior, Test Reliability, *Video Tape Recordings

Identifiers—Formal Lecture Observation Assessment Technique

Perhaps more than ever before, college teaching is being studied and evaluated. This paper describes the development of a simple descriptive instrument used to focus observers' classifications and ratings of college teachers' instructional behaviors as recorded on video tape. The need for such an instrument is reviewed, the methodology for testing the reliabilities of its measures is described and possible applications are outlined. The statistical findings (Spearman-Brown estimates of reliability ranged from .68 to .95 and averaged .81; four discrete factors emerged through factor analysis of the intercorrelations among grouped observers' mean ratings of instruction) and projected modifications are also presented. Further research is indicated and the plans for such research are summarized. (Author)

ED 135 863 TM 006 094

McCarthy, Robert E. Keener, Nancy D.

Goal Attainment Follow-up at a Preschool Diagnostic Center.

Pub Date Sep 76

Note—96p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavior Rating Scales, *Child Development Centers, *Clinical Diagnosis, *Educational Programs, Emotionally Disturbed Children, *Handicapped Children, Measurement Techniques, Multiply Handicapped, Ob-

servation, Parent Attitudes, *Preschool Education, Preschool Teachers, Program Evaluation, Retarded Children, Special Education, Statistical Analysis

Identifiers—Goal Attainment Followup, Goal Attainment Scaling

Twenty handicapped, preschool children were administered Goal Attainment Follow-ups. This technique for recording and scaling observation data was developed and documented by the Program Evaluation Research Center in Minneapolis. Appropriate scale headings and outcome levels were defined for each child, based on specific problem areas documented for a particular child. After intervention, preschool teachers provided independent ratings of each child's performance. These ratings were then used to compute a goal attainment score. Results for the entire sample yielded a mean G.A.S. of 49.56 and a standard deviation of 12.04, indicating both accurate predictions and measurable progress toward goals. A copy of the Goal Attainment Follow-Up Guide is included. (Author/MV)

ED 135 864 TM 006 095

Shann, Mary And Others

Student Effects of an Interdisciplinary Curriculum for Real Problem Solving: The 1974-75 USMES Evaluation. Final Report.

Boston Univ., Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Dec 75

Grant—PES-74-00542-A01

Note—407p.; For related documents, see TM 005 913 and TM 006 092

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Achievement Gains, Basic Skills, Curriculum Development, *Curriculum Evaluation, Elementary Education, *Elementary School Mathematics, *Elementary School Science, *Interdisciplinary Approach, Mathematics Curriculum, *Problem Solving, Process Education, Program Attitudes, Program Evaluation, Science Curriculum, *Student Reaction

Identifiers—*Unified Science Mathematics for Elementary Schools

This document contains the report of the Unified Science and Mathematics for Elementary Schools (USMES) evaluation team on the 1974-75 investigation of the cognitive and affective responses of students to USMES, an interdisciplinary, process curriculum designed to develop the problem solving abilities of elementary school students. Included in this evaluation of USMES are the results of a pre-post control group design to assess the curriculum's effect on students' basic skill development, their attitude change, and their progress in complex problem solving as measured by small group performance on real-life relevant, simulated problem tasks. The results of interviews with USMES teachers and students, unstructured observations during site visitations and field staff's documentation of USMES usage are also included in this report. (Author/MV)

ED 135 865 TM 006 096

Convey, John J. And Others

An Evaluation of the Maryland Alternative Accountability Pilot Project.

Pub Date [Apr 77]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Attitudes, *Educational Accountability, Educational Alternatives, *Educational Assessment, Elementary Secondary Education, Interviews, Mathematics Instruction, Parent Attitudes, Pilot Projects, *Program Evaluation, Questionnaires, Reading Instruction, School Districts, School Responsibility, *Schools, State Programs, Teacher Attitudes, Writing Exercises

Identifiers—*Maryland Accountability Assessment Program

In an attempt to explore alternatives to the use of standardized tests, the Maryland Alternative Accountability Pilot Project (MAAPP) was launched to allow each participating school to design and implement an accountability plan which would satisfy the requirements of the Maryland Educational Accountability Act. The MAAPP was evaluated using data gathered from a teacher questionnaire; interviews with selected

teachers, parents at selected schools, and participating principals; and summaries by the involved consultants. A large between-school variation on the questionnaire indicated that the teacher reaction to the project was school-specific. The data indicated that all involved generally thought that participation was a valuable experience, and that the results were very useful in teaching and planning. The teachers expressed some negative feelings about the amount of time and work involved. Implications for future projects are discussed. (Author/MV)

ED 135 866 TM 006 097

Sirois, Herman A. Gable, Robert K.

A Factor-Analytic Validity Study of the Blumberg-Amidon "Teacher Perceptions of Supervisor-Teacher Conferences" Instrument.

Pub Date [Apr 77]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Rating Scales, Conferences, *Factor Analysis, Scoring, Supervisors, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Supervision, *Test Reliability, *Test Validity

Identifiers—*Teacher Perceptions of Supervisory Conferences

An instrument, developed in 1965 by Arthur Blumberg and Edmund Amidon to measure teacher perceptions of supervisory conferences, has presented problems of reliability to researchers. The problem has stemmed from the lack of a valid and reliable scoring method for the instrument. The instrument was administered to 31 in-service teachers, Grades K-12, randomly selected from a larger group involved in a program of supervision. The data were subjected to factor analysis and subsequent alpha internal reliability estimates. It was found that the Blumberg-Amidon instrument is a two-factor or two-scale measure which may also be interpreted as a one-scale measure, each with a high degree of reliability. The instrument is important and valuable to the study of educational supervision and its optional scoring methods render it extremely flexible over a wide range of research interests and needs. The instrument is included. (Author/MV)

ED 135 867 TM 006 099

Hickrod, G. Alan And Others

The 1973 Reform of the Illinois General Purpose Grant-in-Aid: An Evaluation After Three Years.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency—Illinois State School Problems Commission, Springfield.

Pub Date Nov 76

Note—66p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Compensatory Education, *Educational Finance, Educational Legislation, *Equalization Aid, *Evaluation, Evaluation Criteria, Expenditure Per Student, Finance Reform, Grants, Policy Formation, Property Taxes, *School Districts, School District Spending, School Taxes, *State Aid, State Programs, State School District Relationship, Statistical Analysis, Tax Rates, *Tax Support

Identifiers—*Illinois

A reform in the grant-in-aid system passed in Illinois in the summer of 1973 was evaluated. The State Changed on that date from a foundation system to a district power equalization system. Operational definitions of fiscal policy goals, such as fiscal neutrality and permissible variance of expenditures, were established and measurements taken pre-reform. Evidence relating to the passage of tax referenda was also introduced. The question of whether the policy goal of reward for local effort is incompatible with equity-oriented policy goals in school finance is discussed. (Author)

ED 135 868 TM 006 100

De Gracie, James S. Vicino, Frank L.

A New Yardstick for Comparing Achievement in Basic Skills.

Pub Date [Apr 77]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Rating, Achievement Tests, Basic Skills, Criterion Referenced Tests, Elementary Secondary Education, *Mathematics, *Multiple Regression Analysis, Norms, Predictor Variables, Program Evaluation, *Reading, School Demography, School Districts, *Schools, Standardized Tests, Test Results

Identifiers—Arizona (Mesa), *Mesa Public Schools AZ

This paper addresses the use of multiple regression in the analysis of reading and math scores. The data presented in the paper were from the Mesa Public Schools in Arizona, and were compiled during the 1975-76 school year. Five criterion factors were selected for investigation: (1) third grade Stanford reading scores, (2) third grade criterion reading scores, (3) third grade criterion math scores, (4) fifth grade Stanford math scores, and (5) sixth grade criterion math scores. The criterion reading and math scores were for the Mesa-developed criterion reading and math tests. Other data was then summarized to form eleven demographic factors that could be used to predict the value of these criterion variables for each of the schools for the 1975-76 school year. Through the use of multiple regression, predicted or expected values were determined for individual schools. These values were then used to compare with the actual scores the school attained. Through the use of multiple regression an individualized predicted value or mean value was determined for each school based on its demographic characteristic. Comparisons of achievement of the school were then made based on its individual characteristics. This method was then contrasted with simple comparisons of a school's achievement with the district mean value and national norm mean. (Author/MV)

ED 135 869 95 TM 006 101

Boruch, R. F. De Gracie, J. S.

The Use of Regression Discontinuity Model with Criterion-Referenced Testing in the Evaluation of Compensatory Education.

Northwestern Univ., Evanston, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Contract—NIE-C-74-0015

Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Compensatory Education Programs, *Criterion Referenced Tests, Elementary Education, Hypothesis Testing, *Mathematical Models, Measurement Techniques, Multiple Regression Analysis, *Program Effectiveness, *Program Evaluation, *Reading Programs, School Districts, Statistical Analysis, Testing Programs

Identifiers—Arizona (Mesa), Elementary Secondary Education Act Title I, Mesa Public Schools AZ, *Regression Discontinuity Model

The results of a study which used the regression discontinuity model in the analysis of criterion-referenced test data are presented and inherent drawbacks in the use of the regression discontinuity model with this type of data are discussed. The discussion is based on the results of an analysis of data collected in the Mesa, Arizona School District which uses criterion-referenced testing solely. The problems include ceiling effects and non-linearity of the data. Problems inherent in implementation of an evaluation design at the school level are also described. (Author/MV)

ED 135 870 TM 006 102

Anderson, Roberta T.

CHARGE—A Simulation Game Designed to Teach Group Member Roles to Prospective Teachers—FOUND TO BE EFFECTIVE.

Pub Date [Apr 77]

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Tests, *Classroom Games, Cognitive Tests, Comparative Analysis, Effective Teaching, *Group Dynamics, Higher Education, Lecture, *Role Playing, *Simulation, *Teacher Education, *Teacher Role

Identifiers—*CHARGE

The study included the design and analysis of a teacher education simulation games to teach a typology of small group member roles and compare its cognitive effect with a lecture containing the same information. To analyze each teacher education student's performance in the simulation game, lecture and subsequent tests, both cognitive and affective, several hypotheses were postulated and appropriate data collecting instruments designed. Statistical analysis revealed that the simulation game, CHARGE, was more effective than the lecture in teaching group member roles to prospective teachers. Thus CHARGE offers a viable contrast to passive methods of teacher preparation. (Author)

ED 135 871 TM 006 107

Kaplan, Marion And Others

Reading Improvement Through Teacher Education. Final Fourth-Year Report; Report Number 7703.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Jul 76

Note—43p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Check Lists, Elementary Education, Elementary School Students, *Elementary School Teachers, *Inservice Teacher Education, *Program Evaluation, Reading Achievement, Reading Diagnosis, *Reading Improvement, *Reading Instruction, *Urban Teaching

The Reading Improvement Through Teacher Education (RITE) project provided in-service training in reading instruction to elementary school teachers, and helped principals and reading coordinators to organize their school reading programs. The project's intended mode of operation was fully implemented. RITE specialists provided service contacts to school personnel, and conducted in-service meetings. Taken together, the RITE objectives depict an ideal reading-instruction situation. Within the framework of these objectives, the RITE specialists have provided a wide variety of services to a large number of teachers. These services were delivered on a needs and interest basis and with varying degrees of intensity. Over the four years of the project's operation, teachers and administrators in RITE schools appear to have developed greater awareness and interest in reading instruction, as evidenced by their increased requests for service. More formal assessment of the project's degree of success in attaining its objectives is being made through the use of a pre-post design which focuses on new teachers. The results of pre and post classroom observations and pretest and posttest administration of the RITE Case Study indicated that the project's objectives were fully attained. As a result of workshops and intensive on-site help provided to new teachers by the RITE staff, there was evidence of progress toward the development of the entire set of reading-instruction skills, and since the students' reading ability is dependent to a large degree on the skill of the classroom teacher, the ultimate beneficiaries of the RITE services should be the students served by these teachers. (Author/RC)

ED 135 872 TM 006 119

Jaeger, Richard M.

An Abundance of Answers in Search of Questions: On a Methodology of Assessment Through Indicators.

Pub Date Apr 77

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Assessment, Educational Objectives, *Educational Planning, Models, Program Evaluation, *Social Indicators, *State Programs

Some observations are presented on a social indicators approach to statewide educational assessment. The context of the observations is the Oregon Department of Education model for educational planning. Much of what is said can also

be applied to educational planning and program evaluation at the federal level or in large school systems. For the purposes of this discussion, a social indicator is defined as any statistical time series on a quantitative variable that is measurable and time-referenced. One-shot measures are excluded, as are sequences of qualitative descriptions. Operating from the premise that agencies may be forced to build educational indicators from extant data collections, some of the methodological problems inherent in this approach are discussed. Some possible solutions are proposed, both short-term and long-term, for measurement issues such as specifications bias, construct validity, and political validity. Possible areas for research and experimentation leading to more ideal sets of educational indicators are described. (RC)

ED 135 873 TM 006 120

Sawyer, Richard L.

College Student Profiles: Norms for the ACT Assessment, 1976-77 Edition.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 76

Note—141p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (Stock No. 2-3-1.76, \$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Ability, Age, *College Entrance Examinations, *College Freshmen, College Majors, Colleges, Ethnic Groups, Family Income, Geographic Regions, Grades (Scholastic), Higher Education, *Norms, Race, Scores, Standardized Tests, Student Characteristics

Identifiers—ACT Assessment Program, American College Testing Program

This book is an extensive description of the fall 1975 freshman students at 1,128 institutions participating in the ACT Assessment Program. It provides norms for academic abilities by geographic region, college type and control, student age, racial-ethnic background, curricular major, and family income. It also provides norms for nonacademic characteristics by college type and control. (Author/RC)

ED 135 874 95 TM 006 121

Lawrence, Brian F.

Numerical Procedures in the Optimal Grouping of Students for Instructional Purposes. Technical Report No. 399 (Parts 1 and 2).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—NE-C-00-3-0065

Note—476p.; Ph.D. Dissertation, University of Wisconsin; Best copy available

EDRS Price MF-\$0.83 HC-\$26.11 Plus Postage.

Descriptors—Algorithms, *Computer Programs, Evaluation, *Grouping (Instructional Purposes), *Homogeneous Grouping, *Individualized Instruction, *Learning Characteristics

Identifiers—Individually Guided Education

The study was concerned with the formation of groups of students and specifically addressed the problem: Can a computerized Procedure be developed which assigns students to instructional groups, which maximizes the homogeneity of these groups, when this homogeneity is based on relevant student learning characteristics, and which takes account of realistic administrative constraints? The mathematical procedure developed involved utilizing computer technology in its implementation. It aimed to facilitate, in part, the management of Individually Guided Education (IGE). Four algorithms were designed, each involving the fitting of a homogenizing procedure within the framework of the administrative constraints of the problem. The algorithm which proved to be most effective was the one which initially assigned students to groups, matched group sizes with skills, allocated eligible students to these groups to maximize their homogeneity and then applied other administrative constraints. The effectiveness of this algorithm was further assessed by comparing its recommended groupings with teacher generated groupings when both were subject to the same constraints. The computerized procedure produced more homogenous groups than did the teachers and an equivalent number of students

182 Document Resumes

were omitted. User perceptions of the efficiency and effectiveness of the procedure were also obtained. It is claimed that the procedure developed warrants further evaluation. (RC)

ED 135 875 TM 006 122

Tamir, Pinchas Lunetta, Vincent N.
A Comparison of Ipsative and Normative Procedures in the Study of Cognitive Preferences.

Pub Date [Apr 77]

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Biology, *Cognitive Style, *Cognitive Tests, Comparative Analysis, Factor Analysis, *High School Students, Individual Characteristics, *Norm Referenced Tests, Secondary Education, Statistical Analysis, *Test Interpretation, Test Reliability, Test Validity
Identifiers—*Ipsative Measurement

Scores of high school students responding to the same biology cognitive preference test using both normative and ipsative procedures were compared. All subjects, whether ipsative or normative, had high alpha Cronbach coefficients. A number of similarities were found in the mean scores obtained by the two procedures, as well as moderate positive correlations in each of the cognitive preference areas. It was concluded that when ipsative scores are preferred in terms of the construct validity of cognitive preference tests, the danger of distorted relationships is not severe. This conclusion has significant implications for the findings of a number of previous studies. (Author)

UD

ED 135 876 UD 015 724

Bauer, Raymond And Others

Urban Education: Eight Experiments in Community Control; Report to Office of Economic Opportunity.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—Office of Economic Opportunity, Washington, D. C. Div. of Research and Evaluation.

Report No.—C-71614

Pub Date 31 Oct 69

Note—342p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Case Studies, Community Action, *Community Control, *Community Involvement, Community Support, Disadvantaged Schools, *Educationally Disadvantaged, *School Community Cooperation, State Boards of Education, *Urban Schools
Identifiers—District of Columbia, Illinois (Chicago), Massachusetts (Boston), New York (New York)

This document reports on Phase II of a major project designed to study how school systems respond to the educational needs of the socially and economically disadvantaged. The report presents the Local Community Control model as the most effective means to change the school board's typical non responsiveness to the needs of the educationally disadvantaged. In so doing, this paper reviews eight schools boards which have incorporated community control into their structure; three in New York City, three in Washington, one in Boston, and one in Chicago. The positions papers that result from this review are guided by the following four questions: 1) How did the community school board come to be? 2) What are its goals? 3) Is the board representative? 4) Is the board's policy making private or public? A striking observation that emerges while considering each board's effectiveness, is that staff personality is an important factor. Accomplishments vary from board to board and are generally modest. For instance, all boards reviewed have increased community participation but have failed to reach the masses of parents, except on specific volatile issues. The most significant accomplishment characteristic of all boards is that they have allowed community members to become politically and socially effective in the face of overwhelming odds and limited power. (Author/AM)

ED 135 877

Young, Nancy Foon

The Chinese in Hawaii: An Annotated Bibliography. Hawaii Series No. 4.

Hawaii Univ., Honolulu. Social Sciences and Linguistics Inst.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date 73

Note—158p.

Available from—University Press of Hawaii, 535 Ward Avenue, Honolulu, Hawaii 96814 (\$4.50)

Document Not Available from EDRS.

Descriptors—Acculturation, *Chinese Americans, Chinese Culture, Cultural Background, Demography, Economic Factors, Educational Problems, Employment Patterns, *Hawaiians, Immigrants, *Race Relations, Racial Discrimination, *United States History
Identifiers—*Hawaii

As the fourth in a series of bibliographies on Hawaii's people, this comprehensive annotated bibliography deals with the Chinese in Hawaii. Materials on the Chinese on the mainland United States and newspaper articles reporting current news on the Chinese in Hawaii are excluded from the scope of this work. The bibliography is not classified, but a detailed subject index is included for access to the materials listed. The Hawaiian institutions used as sources for all items cited are listed. In addition a description of the collections at some of these institutions is included. (PR)

ED 135 878 UD 016 152

Teachers' Guide to Curriculum Kit for Understanding Chinese Americans.

Association of Chinese Teachers, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Grant—OEC-9-74-0054

Note—60p.; Project for Cross-Cultural Understanding: The Chinese Americans

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Audiovisual Aids, *Chinese Americans, *Cultural Awareness, Curriculum Development, Elementary Education, Filmstrips, *Instructional Materials, Life Style, Primary Education

This is a teacher's guide for a multi-media presentation developed using Emergency School Aid Act funds. It was designed for kindergarten to sixth grade students. The purpose of the kit is to increase cross-cultural understanding by providing information about contemporary Chinese American lifestyles. The kit includes a set of three filmstrips with cassette tapes and learning activities. One filmstrip shows the activities of one Chinese American girl who lives in the San Francisco Chinatown area. Another filmstrip focuses on the activities of a Chinese immigrant boy and his family. A third filmstrip deals with the history of Chinese Americans in the United States. These filmstrips are intended to be used as a series. Learning activities not directly related to the filmstrips but which may also serve to improve cross-cultural understanding of Chinese American culture, history and lifestyles are also explained in this guide. These activities include detailed instructions for implementation along with pictures and a Chinese American Awareness test. (Author/JM)

ED 135 879 UD 016 636

Matthews, Bonnie, Ed. And Others

Nebraska's Official Civil Rights Agencies. A Report of the Nebraska Advisory Committee to the United States Commission on Civil Rights...

Nebraska State Advisory Committee to the U.S. Commission on Civil Rights.

Pub Date Aug 75

Note—111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Agency Role, American Indians, *Civil Rights, Females, Financial Needs, Financial Policy, *Financial Problems, Mexican Americans, Negroes, Staff Role, *Staff Utilization, *State Agencies
Identifiers—*Nebraska

Four state official civil rights agencies (the Nebraska Equal Opportunity Commission, the Commission on Indian Affairs, the Mexican-American Commission and the Nebraska Commission on the Status of Women) and four local

UD 015 893

civil rights agencies (the Commission on Human Rights of the City of Grand Island, the Lincoln Commission on Human Rights, the Omaha Human Relations Department, and the Mayor's Commission on the Status of Women in Omaha) are described in this report. This investigation shows that most of the agencies face similar problems: inadequate budget, false expectations by client groups, insufficient staff, lack of adequate staff training, and limited powers. Among the recommendations that are made to the state legislature and to the individual state agencies are the following: amending the enabling legislation of the Nebraska Equal Opportunity Commission, the Mexican-American Commission, and the Commission on Indian Affairs; having each agency analyze its training needs; giving enforcement agencies the power to initiate investigations of patterns and practices of a denial of civil rights; and upgrading the budgets of the agencies examined to a level commensurate with the agency's responsibilities. (Author/AM)

ED 135 880 UD 016 684

Description and Evaluation, ECI/URRD Pilot Program for Dropouts, Followup Study, ECI/URRD Pilot Program for Dropouts.

Educational Consultants, Inc., Seattle, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Aug 76

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Dropout Programs, *Dropout Rehabilitation, *Program Descriptions, *Program Effectiveness, *Program Evaluation, *Youth Programs

A description and evaluation of Project PA-I, URRD/ECI Pilot Program for dropouts is provided in this document. This program was funded by the Washington State Superintendent of Public Instruction under the Urban, Rural, Racial Disadvantaged Education Program (URRD) and conducted by Educational Consultants, Inc. in Everett, Washington from February 2, through June 30, 1976. The program was for hard core school dropouts, under 19 years of age, not enrolled in any school program, and who met at least one other criteria: failing to score a minimum of 9th grade level on a standardized test, being referred by juvenile court, or being suspended from school. Twenty-five students were enrolled in the project and 65 non-URRD students with similar characteristics were also enrolled. The program contained academic and behavioral components. Students were enrolled for an average of 15.1 weeks, attending classes four hours a day. The average academic growth for the completing students was 4.3 grade levels. This document includes a separate section which reports the results of a follow-up study on the program. Educational Consultants Inc. (ECI), a private educational clinic, conducted this study during October 1976 to determine whether the persons who had been project participants were engaged in constructive activity, or a further educational program, or defined as unemployed. The study found 87% of the former project participants employed or pursuing further education after accounting for those who had returned to ECI to complete the project or were confined to their homes for medical reasons. (Author/AM)

ED 135 881 UD 016 690

Handbook for Teachers of Vietnamese Students.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Contract—300-75-0324

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cultural Differences, *Cultural Environment, *Cultural Traits, Educational Background, Educational History, *Immigrants, *Indochinese
Identifiers—*Vietnam

This handbook was prepared to acquaint American teachers with Vietnamese students' background and way of life. It describes the history, culture, language, and educational system of these students and addresses the following areas: cultural differences, curriculum, classroom schedules, and family mores. The booklet is freely adapted from "Background Notes: South Vietnam" published by the U.S. Department of State,

from "A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools" by the Center for Applied Linguistics, and from "Common Vocabulary Words and Phrases". Also included is information extracted from IDRA Seminary Digest, "Programmatic Recommendations and Considerations in Assisting School Districts to Serve Vietnamese Children". A short bibliography is included. (Author/AM)

ED 135 882 UD 016 695

Katz, Phyllis
Modification of Children's Racial Attitudes. Final Progress Report.

City Univ. of New York, N.Y.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 76
Grant—OCD-151

Note—64p. Appendix B. Copyrighted sections of this document entitled "Toward the Elimination of Racism; Doll Preferences..."; "Children's Self Image of Disparity..."; and "Children's Attitudes Towards Blacks..." have been deleted.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Age Differences, *Attitude Tests, *Bias, Changing Attitudes, *Childhood Attitudes, Elementary Education, Grade 2, Grade 5, Racial Attitudes, *Racial Differences, Racial Factors

Identifiers—*New York (New York)

This study investigated some of the attitudinal and behavioral components of racial prejudice in elementary school children. It also assessed the effectiveness of various modification procedures upon children's racial attitudes and inter-group behavior at different age levels. A four-stage research design was used. The pre-test stage involved administering three attitude measures (the Katz-Zalk Projective Prejudice Test; the Koslin Social Distance Scale; and the Friendship Questionnaire) in group form to all of the children in the second and fifth grades in two public elementary schools. One was in New York City, and the other was in a nearby suburban community. The city school was about 35% black and the suburban school was 25% black. High scoring white children were given a series of individually administered behavioral measures in a play session with black and white examiners. In the experimental phase, equal numbers of children at the two age levels were randomly assigned to a number of treatment-conditions or control groups. Two weeks after the experimental phase, the battery of attitude and behavioral indices were again administered, and re-administered again from four to six months later. In addition to age and treatment, race of the examiner was also systematically varied. The major finding of the study was that all experimental subjects (as a combined group) showed less prejudice than did the controls after a short term retest. (Author/AM)

ED 135 883 UD 016 698
Evaluation Report. 1974-75 Kentucky ESEA Title I Program.

Kentucky State Dept. of Education, Frankfort.

Pub Date 75

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Compensatory Education Programs, Elementary Secondary Education, *Federal Programs, *Mathematics, *Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Kentucky

A description and evaluation of Elementary and Secondary Education Title I-funded projects for the state of Kentucky are reviewed in this report. It describes parental involvement, staffing, and project participants. Project components include the following: reading, kindergarten, general education, special education, and mathematics. A needs assessment conducted in Kentucky by Title I applicants indicated that inadequate reading development was the major concern. Inadequate knowledge of mathematics and inadequate command of the language ranked second in importance. (Author/AM)

ED 135 884 UD 016 700

Melzer, Karen M.

Vermont ESEA Title I Education for the Disadvantaged. Annual Evaluation, Fiscal Year 1975. Vermont State Dept. of Education, Montpelier.

Pub Date 75

Note—124p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Compensatory Education Programs, Elementary Secondary Education, Federal Programs, *Mathematics, Parent Participation, *Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Vermont

A description and evaluation of Elementary and Secondary Education Act Title I-funded projects in Vermont are contained in this report. Information is provided for the following areas: participation of public and private school children in each program component and for each grade level (preschool-grade 12); per pupil costs; full and part-time personnel paid with Title I funds and other sources; volunteer participation; composition, involvement, and recruitment of Parent Advisory Councils; and council activities. Standardized and criterion-referenced test results showed that over 50% of all students who participated in Title I reading programs made appreciable gains during the 1974-75 school year. For mathematics, 48% of all participants achieved gains of at least 1.1 months in grade equivalent scores. Approximately 48% of all students who participated in speech programs were permanently dismissed. This meant, in most cases, that the problem area(s) was corrected. Measures of student performance for those districts using the Prescriptive Reading Inventory, a criterion-referenced reading program, are reported separately in the appendix. (Author/AM)

ED 135 885 UD 016 701

Chevront, Robert F.

Colorado Annual Evaluation Report.

Colorado State Dept. of Education, Denver.

Pub Date 75

Note—189p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Affective Objectives, *Cognitive Objectives, *Compensatory Education Programs, Elementary Secondary Education, Ethnic Groups, Federal Programs, Handicapped Students, Mathematics Instruction, Minority Group Children, Program Effectiveness, *Program Evaluation, Reading Programs

Identifiers—*Colorado, *Elementary Secondary Education Act Title I, ESEA Title I

A description and evaluation of Elementary and Secondary Education Act Title I funded programs for the state of Colorado are reviewed in this report. Low income group children, children from various ethnic groups, and handicapped children were served by Title I projects. The project components included the following: reading, mathematics, oral and written communication, early childhood, and projects focusing on general academic improvement. Among the evaluation results are the following: While programs operating language arts projects did not produce achievement at the expected levels, data indicated that substantial progress had been made. Students participating in mathematics projects achieved at reasonably high levels. Projects with affective objectives made some gains toward improved pupil attitudes. (Author/AM)

ED 135 886 UD 016 705

Annual Evaluation Report on Programs Funded Under ESEA Title I in Maryland for Fiscal Year 1975.

Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.

Pub Date May 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Compensatory Education Programs, Elementary Secondary Education, *Federal Programs, *Program Evaluation, *Reading Achievement, *Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Maryland

A description and evaluation of the Elementary and Secondary Education Act Title I-funded programs for the state of Maryland are presented in this report. Programs concentrated on instruction in language arts (reading) for students with special educational needs in the first, second, and the third grades. Developmental reading readiness for children in kindergarten received some attention in 23 of the 24 Local Educational Agencies. Sixteen Local Educational Agencies included mathematics components in their regular term projects. Program objectives addressed the broad

areas of improving basic academic skills in reading and mathematics, improving personal and social development, and alleviating the physical and health deficiencies which impede educational attainment. (Author/AM)

ED 135 887 UD 016 718

Gerry, Martin H.

[Letter to Chancellor Irving Anker, N.Y.C. Board of Education.]

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date 9 Nov 76

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Civil Rights, Discriminatory Legislation, Employment Opportunities, *Employment Practices, Females, *Letters (Correspondence), *Racial Discrimination, *Sex Discrimination, Social Discrimination

Identifiers—New York (New York), *New York City Board of Education

This is a letter to Chancellor Irving Anker of the Board of Education of The City of New York from the Office for Civil Rights, Department of Health, Education, and Welfare. The letter concerns the results of an investigation of complaints filed with the Office for Civil Rights alleging employment discrimination by the New York City School System. New York City is found in non-compliance with both Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Among the violations that are cited and discussed are the following: (1) the school system has denied minority teachers full access to employment opportunity through the use of racially discriminatory selection and testing procedures, (2) the school system has assigned teachers, assistant principals and principals in a manner that has created, confirmed and reinforced the racial and/or ethnic identifiability of the system's schools, (3) the school system has assigned teachers with less experience, lower average salaries and fewer advanced degrees to schools which have higher percentages of minority students, (4) the school system has denied females equal access to positions as principals and assistant principals throughout the system, (5) the school system has provided a lower level of financial support for female athletic coaching programs, and (6) the school system has deprived female teachers of seniority rights and other compensation through failure to eliminate the effects of past discriminatory leave policies. (Author/AM)

ED 135 888 UD 016 719

Gerry, Martin H.

Statement by Martin H. Gerry, Director, Office for Civil Rights, Department of Health, Education and Welfare.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date 18 Jan 77

Note—108p. For an earlier related document see UD016718

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Charts, *Civil Rights, Discriminatory Legislation, *Equal Education, Graphs, Handicapped Students, *Letters (Correspondence), Minority Group Children, Minority Groups, Public Schools, *Racial Discrimination, *Sex Discrimination

Identifiers—*New York (New York)

This is a letter to Chancellor Irving Anker of the Board of Education of The City of New York from the Office for Civil Rights, Department of Health, Education, and Welfare. The letter concerns the results of an investigation concerning discrimination in the New York City public schools. This compliance review is the largest civil rights investigation of a public institution ever undertaken. It was found that the New York City school system violated Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against physically or mentally handicapped individuals. Some of the findings of this review are: (1) minorities are receiving lower amounts of local resources for basic education, in poorer quality facilities which have a more limited range of curricula, (2) minorities are segregated in elementary school classrooms and special education

classes and are given unequal educational services. (3) students whose primary language is other than English are barred from meaningful participation in education programs, and (4) minority and female students in junior high/intermediate and high schools are channeled to less desirable and more restricted academic, vocational and special programs where they are provided with less effective counseling services. A graphic presentation detailing the many areas of segregation in the New York City School system is appended to this letter. (Author/AM)

ED 135 889 UD 016 722

Feldhusen, John F. And Others

Teaching Children How to Think: Synthesis, Interpretation and Evaluation of Research and Development on Creative Problem Solving.

Purdue Univ., Lafayette, Ind.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Grant—NIE-G-74-0063

Note—408p.; For the teachers edition of this document see UD016723

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Classroom Materials, *Creative Thinking, *Instructional Materials, *Problem Solving, *Productive Thinking, Reference Materials, Resource Materials, *Teaching Methods, Teaching Techniques, Thought Processes

The purpose of this book is to help teachers learn about promising materials, methods and techniques for teaching creative thinking and problem solving in their classrooms. Information about teaching methods or techniques which can be readily adapted by the teacher to fit any grade level and subject area are presented. Specific directions on how to get a project started in the classroom are given. Also presented are guidelines for developing learning modules or packages for teaching creative thinking and problem solving. In the book there are also outlined and described the procedures for organizing a workshop on creativity and problem solving. The workshop plan proposed is based on use of this book as a resource tool. The book also offers a variety of research and development abstracts of publications related to creative thinking and problem solving. The appendix contains the descriptions of published teaching material for specific grade levels and subject areas. (Author/AM)

ED 135 890 UD 016 724

The Desegregation Literature: A Critical Appraisal.

National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.

Pub Date Jul 76

Note—164p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Annotated Bibliographies, Curriculum Problems, Discipline Problems, Integration Litigation, Integration Methods, *Integration Studies, Legal Problems, *Literature Reviews, *Negro Education, *Racial Integration, School Administration, *School Integration, Social Integration

This volume contains three analytic literature reviews of desegregation literature. The first review examines trends in the literature of school desegregation and educational inequality from 1960-1975. The second review provides an assessment of conceptual frameworks and methodological orientations concerning interracial schooling. One purpose of this review is to examine the possible association between research methodology and conceptual frameworks. The third review provides an annotated bibliography dealing with research on desegregation in school and classroom settings. It focuses on a field methods approach for studying the patterns and dynamics of socialization in desegregated settings. (Author/AM)

ED 135 891 UD 016 726

Dunn, Charles L.

Creating a Diverse Teaching and Learning Environment at an Inner City Middle School.

Pub Date 76

Note—425p.; Nova University, Maxi II-Practicum, New York Cluster; Pages 366-370 are not included due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Cognitive Style, *Curriculum Development, Inner City, Intermediate Grades, *Junior High Schools, Learning Processes, Objectives, Parent School Relationship, *Program Descriptions, *School Environment, *Teaching Styles

Identifiers—*New York (Bronx)

This study represents one principal's effort to develop a school climate of teaching and learning to improve academic achievement for students at Intermediate School 158, Bronx, New York. In this program the staff was encouraged to create a diversity of learning environments related to the learning styles of pre-adolescent inner-city youth. Individual teaching styles were also considered. Teachers were given responsibility for selecting instructional methods. The study outlines the problems of the project, sets forth goals and objectives, describes the implementation process, and reports on the outcome of this one-year experimental project. Many of these outcomes resulted in positive learning experiences for students. A detailed analysis of negative outcomes is provided along with suggestions for improvement of the program. (Author/AM)

ED 135 892 UD 016 734

Britts, Maurice W.

Blacks on White College Campuses.

Pub Date Dec 76

Note—152p.

Available from—Challenge Productions, Inc., P.O. Box 9624, Minneapolis, Minnesota 55440 (\$9.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Administrator Attitudes, *College Programs, *College Students, Elementary School Teachers, *Negro Education, Negro Students, Preservice Education, Student Attitudes, *Student Recruitment, Teacher Attitudes, *Teacher Education

Identifiers—Concordia College Saint Paul MN, Minnesota (Saint Paul)

This study begins with a short history of minority educational experience on white college campuses. In recent years many colleges and universities have enrolled black students. The focus of this study is on a model recruitment program for training non-white elementary school teachers at Concordia College, St. Paul, Minnesota. Data for the study includes a survey of attitudes among advisory committeemen, administrators, faculty, non-academic staff, students participating in the program, and other students; the grade point average of students in the program, the retention of these students, and their test scores. The responses to the attitudinal survey indicate that there is little opposition to having minority students on campus. Most respondents state that they are willing to go out of their way to see that the black and Indian students are successful on campus. Several pitfalls in interpreting the Concordia experience are discussed. These are criteria for selection, administrative commitment and academic and social atmosphere. The book includes the results of a five year follow-up on the original study. (Author/JM)

ED 135 893 UD 016 740

Olneck, Michael R.

The Effects of Education on Occupational Status and Earnings. Institute for Research on Poverty Discussion Papers.

Center for the Study of Public Policy, Cambridge, Mass.; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Labor, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—NIE-G-74-0077

Note—95p.; This paper was prepared as a draft of a chapter to be included in "Who Gets Ahead?", edited by Christopher Jencks, Basic Books

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Age Differences, Cognitive Ability, Cognitive Measurement, Comparative Analysis, *Economic Status, Educational Attitudes, *Educational Background, *Educational Status Comparison, Elementary Education, Family Background, Higher Education, *Income, *Males, *Occupations, Racial Differences, Secondary Education, *Social Status

This paper investigated the effects of educational attainment on occupational status and earnings among men. Drawing on nine data sets,

it attempted to assess the effects of schooling that persist after measured and unmeasured aspects of family background, and measured cognitive skill were controlled. It also examined differences in the effects of schooling among men of varying ages, races, cognitive levels, and parental occupational backgrounds. When cognitive ability and family background were controlled, most high school graduates did not have an advantage over grammar school graduates in early occupational status. The advantage of college graduates over high school graduates in attaining occupational status was substantial. Among men who were similar, the advantage in current occupational status associated with completing four years of high school was less than one half of the advantage associated with completing four years of college. A detailed analysis of interactions between education and race, measured ability, and father's occupational groups is included. This analysis shows no significant relationship between the variables. (Author/AM)

ED 135 894 UD 016 741

Coleman, James S.

Presentation on School Desegregation and White Flight.

Pub Date 1 Sep 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Caucasian Students, Community Characteristics, *Integration Effects, Integration Methods, Longitudinal Studies, National Surveys, School Demography, *School Integration, School Systems, Statistical Analysis, *Student Enrollment, Urban Schools, *Urban to Suburban Migration

Identifiers—White Flight

This presentation by James S. Coleman examines several questions: Does desegregation bring about loss of whites from schools in a desegregated system? If so, what is the extent of that loss? And what are the conditions, in the demography and ecology of the system, as well as in the form of the desegregation policy, which affect the extent of that loss? A segregation index was constructed to aid in answering these questions. The change in the number of white students in a system during a school year was analyzed as a function of change in the segregation index. Other variables were also analyzed. The examination was carried out for all school systems during the period 1968-1973. Detailed examination was given to the 21 largest central city systems. Results show that desegregation brings about an extensive loss of whites, but this loss differs radically under different conditions. Data were analyzed for 1974 and 1975 for nine cities, among the largest 21, which in a single year at least partially desegregated. The results indicate that the desegregation loss did diminish after the first desegregation year, but it did not vanish. (Author/JM)

ED 135 895 UD 016 744

Boyer, James B.

Administrator's Checklist for Enhancing Multi-Cultural Curriculum (Multi-Ethnic, Non-Sexist). Pub Date [76]

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Check Lists, *Chief Administrators, Colleges, *Cross Cultural Training, Cultural Background, Cultural Environment, *Cultural Factors, *Curriculum Development, *Curriculum Problems, *Ethnic Groups, Racial Discrimination, School Environment, Sex Discrimination, Social Discrimination

Identifiers—Age Discrimination

This checklist is presented as a self-test for school administrators (including principals, superintendents, supervisors, curriculum assistants, subject-matter specialists-consultants, librarians, deans and presidents) whose work helps to enhance multi-cultural curriculum development in schools and colleges. The goal of this kind of curriculum is to eliminate racism, sexism, elitism, and ageism. It incorporates the anthropological concept of culture and includes the physiological, psychological and sociological dimensions of a group of people. A multicultural curriculum is concerned with minorities and other groups. It emphasizes an understanding of third world concepts and recognizes content which is not of European origin. (Author/AM)

ED 135 896

UD 016 757

Handler, Joel F.
Social Reform Groups and Law Reformers. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Nov 76

Note—62p.; For a related document see ED 014 498

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Activism, *Activities, *Change Agents, Conceptual Schemes, Laws, *Lawyers, Models, *Social Action, *Social Change, *Theories

A theoretical framework for evaluating the twenty-five year experience of social reform groups and law reform lawyers is presented in this paper. Law reform organizations participate in activities that have common, underlying themes. For instance, in most cases the lawyers want more of society's goods for the clients. In order to evaluate whether law reform activities are successful or not, five variables of a theory that would explain success in reform group law and reform activities are identified. Among these are the following two: (1) the characteristics of social reform groups, and (2) the distribution of the benefits and costs of social reform group activity. A series of case studies are provided in order to illustrate a different type of social reform legal activity. They were selected from four principal areas of law reform activity: environmental litigation, consumer issues, civil rights, and welfare. The theory presented predicts where law reform activity on behalf of social reform groups is less likely to be successful. (Author/AM)

ED 135 897

UD 016 759

DeBord, Larry W. And Others

Race, Sex and Schooling: Insights from the "Wisconsin Model" of Early Achievement Process.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 8 Apr 76

Grant—GS-31402x

Note—67p.; Paper presented at the Southern Sociological Society Annual Meeting (Miami, Florida, April 8, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Aspiration, *Adolescents, Comparative Analysis, Conceptual Schemes, *Models, *Occupational Aspiration, *Questionnaires, Racial Factors, *Secondary Education, Sex Differences

This paper reports research on the applicability of the Wisconsin Model of adolescent educational performance and aspirations in explaining development in a sample of 3028 students enrolled in grades 8-12 in 23 public schools in Mississippi. Main and interaction effects of race and sex were examined using questionnaire data gathered in 1972. The initial analysis compared Mississippi results for white males and females with results of three other data sets: 1957 Wisconsin seniors, 1955 "Explorations in Equality of Opportunity" (EEO) sophomores, and 1964-65 High School Climate sample of tenth through twelfth graders. A second phase of analysis employing dummy variable regression assessed sex and race interaction with the variables of the model. A separate analysis for each race sex subsample was presented. Results of the comparison of these data with other data sets showed impressive consistency despite some measurement and sampling differences. The covariance analysis showed both race and sex effects to be consequential with sex effects more pronounced among whites than blacks. The race-sex group analysis showed the model to be more effective in predicting educational and occupational expectations for whites than for blacks. This difference was due primarily to the lesser dependence of expectations on beginning status among blacks than among whites. (Author)

ED 135 898

UD 016 761

McIntyre, Catherine Wales, Christy
Accelerated Educational Program, Voorhees College: A D E A P Evaluation. Final Report.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date 20 Oct 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Education, *College Students, Higher Education, Liberal Arts, *Negro Colleges, *Negro Education, *Remedial Programs, Rural Areas, Rural Schools, Southern Schools, *Southern States

Identifiers—*South Carolina, Voorhees College

This report contains an evaluation of the Accelerated Education Program at Voorhees College. This college is a small (1016 students), predominantly black (98%) college located in rural South Carolina. The general objectives of this program were to provide a complete, enriched college education to deprived students who would not otherwise go to college, to emphasize recruitment of students from the seven rural counties surrounding Voorhees, and to provide educational experiences for the community. The evaluation is based on the following materials: grant documents, quarterly and final reports, a three day field visit to Voorhees College, and a questionnaire survey sent to forty-nine Voorhees students who were enrolled in the Accelerated Educational Program. Among the findings of the evaluation are the following: 1) the number of students at Voorhees increased 43% since the project began in 1973, 2) the college is providing a liberal education to some students who do not meet the entrance requirements for state colleges, 3) the college has developed a model career education program with a very successful career placement office, and 4) 60% of the students from the seven rural counties surrounding Voorhees have maintained or improved their grade point average from the first semester they entered the program to their most recent semester at the college. Among the shortcomings of the program are the drop-out rate which has increased considerably in the three years of the program, although about 50% of those who drop out at one time re-enroll later and the low level of community involvement in the college. (Author/AM)

ED 135 899

UD 016 766

ESEA Title I Annual Evaluation Report FY 1975.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

Pub Date Nov 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Compensatory Education Programs, Dropout Prevention, Elementary Secondary Education, Inservice Teacher Education, Learning Laboratories, Mathematics Instruction, *Program Evaluation, Reading Instruction, Reading Programs, Summer Programs
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *South Carolina

In South Carolina 235,420 children were served by Elementary Secondary Education Act Title I programs. The Fiscal Year 1975 allocation to South Carolina was 30,882,029 dollars. Reading activities were provided for 64 percent of Title I students, math programs for 48 percent, and dropout prevention activities for nine percent. The instructional activities offered were usually conducted in a learning center staffed by a certified teacher and aide. Local Educational Agencies reported that the problems encountered most frequently in administering Title I programs were: delay in announcement of allocation amounts, inadequate Title I funds, limitations imposed by federal and state regulations and guidelines, and inability to obtain qualified staff. Test data reported by local districts were analyzed according to a norm-referenced evaluation model. Results showed that most students in programs on a twelve month testing cycle maintained the same level or regressed slightly, while those on a fall-spring testing cycle showed greater than expected gains. A total of 12,475 dropout-prone students were served in Title I programs. Of these, 5.7 percent dropped out, compared to an overall state dropout rate of 1.2 percent. (Author/JM)

ED 135 900

UD 016 767

Lowe, Eugene T. Taylor, William L.

Trends in Black School Segregation, 1970-1974. Volume I.

Catholic Univ. of America, Washington, D.C. Center for National Policy Review; National Inst. of Education (DHEW), Washington, D.C.

Report No.—P-76-0353

Pub Date Jan 77

Note—434p.; Trends in Hispanic Segregation, 1970-1974. Volume II. is a related document

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—*Educational Discrimination, Minority Group Children, *Negro Education, *Negro Students, School Districts, *School Segregation, School Zoning, *Statistical Data, Statistical Studies, Statistical Surveys

As a statistical tabulation based on raw data collected by the Office of Civil Rights of the Department of Health, Education and Welfare, this report presents tables of data which illustrate trends in black school segregation from 1970-1974. The statistics provide a detailed profile of the pattern of black enrollment in schools with various proportions of minority students (American Indian, Asian American, Spanish Surnamed American, and others). They show the number and percentage of black students and the number and percent of the district's schools at each level of segregation or integration each year. Statistics have been gathered for all fifty states according to five regions: northeast, border, south, mid-west, west. Alaska and Hawaii have been excluded. The detailed statistical profiles of 204 school districts with more than 20,000 students enrolled permit examination of trends in middle size cities and a number of major suburban and metropolitan school systems as well as the 100 largest systems (the only ones on which DHEW data was previously available). A short introduction provides historical background and analyses of school segregation. (Author/PR)

ED 135 901

UD 016 768

Mathis, Arthur Oyemade, Ura Jean

Ecological Influences on Psycho-social Development of Black Children; Interim Progress Reports, Year II.

Meharry Medical Coll., Nashville, Tenn.

Spons Agency—Office of Human Development (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—OCD-90-C-959

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Black Community, *Early Childhood Education, Early Experience, *Emotional Development, *Environmental Influences, Negro Culture, *Negro Youth, *Preschool Children, *Preschool Education, Preschool Learning, *Social Development, Social Factors, Socioeconomic Influences

This paper is an interim report of a three-year study to investigate the relationship between personality and social development and varying environmental experiences on low and lower-middle income black preschool children. The subjects are 40 black preschool children between the ages of three years nine months and four years four months, selected from seven day care centers and classified according to social status based on the educational and occupational status of their parents. The overall objectives of the study are to determine preschool behavioral correlates of personality variables which have been identified as having developmental significance in relation to academic achievements of black children, and to ascertain from parental interview and ecological data, major influences of the home and preschool environments which appear to be correlates and possible antecedents of black preschool behavior. A further major objective is to develop a preschool curriculum relevant to normative developmental behaviors of black children. The purpose of the curriculum is to enhance a more effective transition from the environment of the preschool child to the school environment of the larger society. Included in this report are a review of the recent literature, Year II data analysis and procedures, and an analysis and interpretation of data collected on four-year-old subjects. Summary findings of pilot studies are included and projections for Year III data collection, procedures, and analysis are outlined. (Author/BS)

ED 135 902

UD 016 769

Egerton, John

School Desegregation; A Report Card from the South.

Southern Regional Council, Atlanta, Ga.

Pub Date Apr 76

Note—59p.

Available from—Southern Regional Council, 52 Fairlie Street, Atlanta, Georgia 30303 (\$4.00, \$3.50 for 10 or more)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies, Integration Methods, Integration Plans, *Negro Education, Public Opinion, Questionnaires, Racial Integration,

*School Integration, School Systems, *Southern Schools, *Southern States, Surveys
This report provides an account of the desegregation process in several southern states. It contains detailed case studies of five southern school districts (Charlotte-Mecklenburg County, North Carolina; Williamsburg County, South Carolina; Clarke County, Georgia; Little Rock, Arkansas; and Hillsborough County, Florida) and shorter profiles of six others (Anniston, Alabama; Austin, Texas; Bogalusa, Louisiana; Nashville, Tennessee; Norfolk, Virginia; and Meridian, Mississippi). It also includes preliminary analysis of results from a southern opinion survey conducted on almost 300 school systems in January, 1976 by the Institute for Social Research at Florida State University, and the returns from an informal questionnaire mailed to more than 500 individual southerners by the Southern Regional Council. The major conclusion from the case studies and profiles and surveys in the report is that there has been no decrease in the quality of education of blacks or whites as a result of desegregation. (Author/AM)

ED 135 903 UD 016 774
Korbel, John J.

Poverty Status of Families Under Alternative Definitions of Income; Background Paper No. 17.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Pub Date 13 Jan 77

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-070-03869-1, \$1.05)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Evaluation Methods, Evaluation Needs, *Income, *Low Income Groups, *Poverty Programs, Poverty Research, Welfare Agencies, *Welfare Recipients, *Welfare Services

This background paper provides the basis for evaluation of programs aimed at reforming social welfare programs. It analyzes the effect of current income transfer programs on poor families. Public expenditures for social welfare programs have grown four-fold while at the same time, the percentage of families in poverty has declined by only 30%. This is a result of the types of programs that account for most of the recent growth in the number of poor families and the inadequacies of the measures used to estimate families in poverty. There are three classes of social welfare expenditures; social insurance programs, cash assistance programs, and in-kind programs. In fiscal year 1976, social insurance programs, designed to replace reduced income, accounted for 68% of major government income-transfer payments. Most of the recent rapid growth has been in in-kind transfers, such as food stamps and medicare. Expenditures for in-kind transfers increased sixteen-fold over the last decade, and cash assistance increased four-fold. The effectiveness of transfer programs varies according to family type, race, age, and region of residence. Detailed statistical tables provide information on the assistance programs described. (Author/AM)

ED 135 904 UD 016 775
Lowe, Eugene T. Taylor, William L.

Trends in Hispanic Segregation 1970-1974, Volume II.

Catholic Univ. of America, Washington, D.C. Center for National Policy Review.

Pub Date Jan 77

Note—432p.; For a companion volume see UD 016 767; Best copy available

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—*Data Analysis, Geographic Regions, National Demography, Public Schools, *School Integration, *Social Discrimination, *Social Integration, *Spanish Speaking, Statistical Analysis, *Statistical Data, Statistical Studies, *Trend Analysis, Urban Areas

This report presents a detailed picture of trends in the segregation of Hispanic children in American urban public schools from 1970 to 1974. A companion volume reports on trends in black school segregation from 1970 to 1974. This volume shows both the broad regional and national trends of segregation of the nation's second largest minority group, and also a detailed year-by-year portrait of developments within many of the biggest school system. The regional reports

on Hispanic children are more complete for the northeast and the south than they are for the students in the midwest and west. They are not usable for the border states where there are few students and very poor coverage. The statistics in this book show very wide variation in levels of segregation between school districts. Although there has been little conscious effort to desegregate Hispanic students there is usually relatively little segregation where they are present in small numbers. The statistics also show a very rapid growth in the number of Hispanic urban school systems, and also, an increase in the intensity of their segregation during the period of this report. (Author/AM)

ED 135 905 UD 016 777

Stereotypes, Distortions and Omissions in U.S. History Textbooks.

Council on Interracial Books for Children, Inc., New York, N.Y.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 77

Note—269p.

Available from—Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023 (\$7.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American History, *Content Analysis, Females, *History Textbooks, Minority Groups, Negro History, Racism, *Sex Discrimination, *Textbook Bias, Textbook Content, *Textbook Evaluation, Textbook Selection

This book, published by the Council on Interracial Books for Children, presents a content analysis instrument for assessing the portrayal of women and third world peoples in U.S. History textbooks. Thirteen textbooks published since 1970 and one which was published in 1967 are examined for their treatment of six groups: women, African Americans, Asian Americans, Chicanos, Native Americans and Puerto Ricans. Each section of the book begins with a short introductory essay and is followed by criteria for evaluating the information provided by the textbooks. A passage from a sample textbook comments on what is right, wrong, or missing from that excerpt, and one or more references to added sources of information is provided. A checklist for use in evaluating any textbook for racist and sexist information is included along with a bibliography, classified by minority group. (Author/AM)

ED 135 906 UD 016 778
With Bias Toward None; Non-biased Assessment of Minority Group Children.

Coordinating Office for Regional Resource Centers, Lexington, Ky.

Pub Date [76]

Note—178p.; This document was prepared for a national planning conference on nondiscriminatory assessment for handicapped children; Appendix A may be marginally legible due to small print size of original document

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Ability Identification, Bias, *Conferences, *Educational Assessment, *Educational Diagnosis, *Educational Legislation, Educational Practice, *Handicapped Children, *Handicapped Students, Minority Group Children

This document was developed to serve as the primary input source to a National Training conference entitled "With Bias Toward None, a National Planning Conference on Nondiscriminatory Assessment for Handicapped Children". This collection of papers identify the practices and issues which should be considered in developing and providing diagnostic intervention with minority group children. Professional, legal, social, ethical and moral issues which must be considered whenever assessment activities are undertaken are addressed. Appendices include documents on the following subjects: ethical standards of psychologists, selected portions from standards for educational and psychological tests, identification of discrimination and denial of services on the basis of national origin; selected portions of a guide to compliance enforcement in AREA-Vocational Education Schools (AVES); and a detailed description of various language dominance measures including full bibliographic references to these measures. (Author/AM)

ED 135 907 UD 016 780

Hanson, J. Robert Silver, Harvey F.

An Urban Student-Based Needs Assessment.

New Jersey State Dept. of Education, Trenton.

Pub Date Dec 76

Note—23p.; Report is based on activities of an urban education conference sponsored by the New Jersey Department of Education, The Mid-Atlantic Regional Interstate Planning Project, and The Educational Improvement Center, Northeast; Appendix B and part of Appendix C are not reproduced due to marginal legibility of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Evaluation Methods, Models, *Needs Assessment, *Student Needs, *Urban Areas, *Urban Education

The findings of an assessment of urban student needs conducted by the Design Center of the New Jersey Department of Education on 155 urban educators and residents is presented in this document. The assessment activities took place within the context of an urban education conference sponsored by the New Jersey Department of Education, the Mid-Atlantic Regional Interstate Planning Project, and the Educational Improvement Center, Northeast. This post-assessment activity report also provides information for the conduct of a need assessment. The assessment activity is an "open" model, i.e., needs are solicited on the basis of the individual respondent's concerns, and are not based on a listing of multiple needs from an external source. Results show that eight of the nine responding groups cited basic skills as the most critical of all urban student needs. (Author/AM)

ED 135 908 UD 016 782

Schlachter, Gail Belli, Donna

Blacks in an Urban Environment; A Selected Annotated Bibliography of Reference Sources.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jun 75

Note—47p.; Council of Planning Librarians Exchange Bibliography #819 (\$4.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, City Problems, Economic Factors, Educational Problems, *Negroes, *Negro History, Political Influences, Psychological Studies, *Reference Materials, Social Factors, Urban Culture, *Urban Environment, Urban Language, Urban Population

This bibliography has been prepared to assist the researcher interested in the social, educational, psychological, political, economic or historic aspects of black life in an urban environment. The listing is selective. It is restricted to: black studies sources, reference sources, recently issued publications, English language materials, sources available in large public and/or academic libraries, and adult level materials. The bibliography is divided into main sections: (1) information sources and (2) citation sources. Information sources are subdivided by form (dictionaries, yearbooks, etc.). Within each of these sub-sections, the entries are arranged alphabetically by title. Citation sources (bibliographies, catalogs, indexes, abstracts, and guides to the literature) are integrated into one alphabet and arranged by title. In both sections, cross references are provided when there are title variations. For each item, full bibliographic information is provided, including title, author, edition, place, publisher, date, number of pages and series statement. Annotations are included for each publication cited. The descriptions indicate purpose, scope, arrangement, special features, and other pertinent information. The two main sections of the bibliography are followed by separate author and title indexes. (Author/JM)

ED 135 909 UD 016 783

Johnson, Esther

Report On Bilingual Pilot Schools in New York City: A Study of a Court-Ordered Program for Pupils with English Language Difficulty.

Community Service Society of New York, N.Y.

Pub Date Aug 75

Note—44p.; For a related document see UD016784

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Bilingualism, *Bilingual Schools, Bilingual Students, Bilingual Teachers, English (Second Language), Ethnic Groups, *Language Handicaps, *Pilot Projects, *Program Evaluation, Spanish Speaking
Identifiers—*New York (New York)

This report, prepared for the Committee on Education of the Community Service Society of New York, describes a court-ordered program for pupils with English language difficulty. A total of forty elementary, junior high and high schools were identified and designated as pilot schools. These schools were to provide a complete bilingual program for all students who had been identified as needing the program within each school. The pilot schools were also to show school personnel throughout each borough the ways of developing, implementing, and operating the programs. Most of the bilingual educators interviewed were reluctant to make an estimate of how long it would take the program enrollees to develop sufficient English language skills to continue their education in an all-English class. Most of them favored a maintenance program (maintaining the first language while learning English) throughout the child's school career, rather than a transitional program (transition to an all-English class when English language proficiency permits). (Author/AM)

ED 135 910 UD 016 784
Steinberg, Lois S.

Report on Bilingual Education: A Study of Programs for Pupils with English Language Difficulty in New York City Public Schools.
Community Service Society of New York, N.Y.
Pub Date Jun 74
Note—83p.; For a related document see UD 016 783

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Bilingual Education, Bilingualism, *Bilingual Students, Bilingual Teachers, *English (Second Language), Language Handicaps, Program Content, *Puerto Ricans, *Spanish Speaking

Identifiers—New York City Public Schools
This report, prepared for the Committee on Education of the Community Service Society of New York describes and evaluates the available programs for pupils with English language difficulty in New York City public schools. The committee's methods of investigation included site visits to programs in operation, interviews with personnel involved with language-problem students, and analyses of reports, records and data available. Two types of programs were studied: English as a second language (ESL) programs and bilingual programs. Among the major findings of the study are the following: (1) between 1961 (first published report of Board of Education's language survey) and 1973, the proportion of pupils with English language difficulty increased from 8.9% to 12.9% of the total school enrollment; (2) in 1973-74 only about half of those children with language problems were receiving special language instruction; (3) no systematic methods have been devised by the Board of Education to assess the needs of pupils with English language difficulty, the adequacy of services provided or the effectiveness of these services. (Author/AM)

ED 135 911 UD 016 785
Kagiwada, George, Ed.

Proceedings of the National Asian American Studies Conference II: A Tool of Change or a Tool of Control?
California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date 6 Jul 73
Contract—RO-IX-1587-73
Note—135p.; Proceedings of the National Asian American Studies Conference (II, San Jose, California, July 6-8, 1973)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—*Asian Americans, Community Development, Community Influence, Community Involvement, Community Services, Elementary School Curriculum, Females, High School Curriculum, *Planning Meetings, *Problem Solving

The proceedings of the two-day National Asian Studies Conference II titled, "A Tool of Change or a Tool of Control?" represents some change in emphasis from the 1971, First National Asian American Studies Conference at UCLA. Conference II consisted of an Asian Women's Panel, a community session, a curriculum session, and several workshop presentations. The workshops represented the concerns of several groups such as student organizations and Asian American studies. Workshops addressed issues including the following: community organizing, government funding, course design and teaching methods, and

the involvement of professionals in the community. Conference II was designed to generate responses to common problems while focusing on the community/academic relationship. It was developed on a university consortium basis and this team effort provided conference program diversity. (Author/AM)

ED 135 912 UD 016 786
Navarro, Jovina, Ed.

Diwang Pilipino: Pilipino Consciousness.
California Univ., Davis. Dept. of Applied Behavioral Sciences.
Pub Date 74
Note—129p.

Available from—Asian American Studies Center, Department of Applied Behavioral Sciences, University of California, Davis, California 95616 (\$2.50)

Document Not Available from EDRS.
Descriptors—Females, *Filipino Americans, *Immigrants, *Poetry, *Social Problems, *Student Developed Materials

"Diwang Pilipino" is a student initiated reader which documents the experiences of Pilipinos in America, as viewed, analyzed, interpreted, and experienced by Pilipinos. All the articles deal exclusively with Pilipinos and cover issues such as immigrant problems, the role of women in the Philippines, and organizing in a Pilipino community. English language poems by Pilipino poets are included. (Author/AM)

ED 135 913 UD 016 787
Ornstein, Allan C.

The Federal Role in Educational R & D.
Pub Date 76
Note—12p.; Paper presented at the National Conference on Urban Education (2nd, Milwaukee, Wisconsin)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Administrative Agencies, Educational Legislation, *Educational Research, Educational Resources, Federal Aid, *Federal Government, Federal Legislation, *Government Role, Research and Development Centers, *Research Needs, *Research Utilization, Resource Allocations

Identifiers—National Institute of Education
The federal mission in educational research from 1868, when the Department of Education was established, to 1954, was to collect statistics. In 1954 the Cooperative Research Act authorized the Commissioner of Education to finance research and demonstrations in education. Outside the Office of Education (OE), the National Science Foundation provided most of the funds in the development of new curricula in science and mathematics. OE extended its research program to include the development portion of educational R and D. In 1963 it established nine federally funded, university based R and D centers and several other regional laboratories. A major breakthrough for educational research and development came in 1965 with the passage of the Elementary and Secondary Education Act. The 1960s saw a network of new research agencies formed with OE under the Bureau of Research. The National Institute for Education (NIE) was established in 1972 as the major federal educational research agency. While the NIE was established with considerable support from the educational research community, it has had many problems since its inception. The federal role in educational research is more comprehensive, vigorous and supportive than in any other previous era. While federal funding for educational research and development has dramatically increased, decision-makers have not been convinced that educational research has real value or that it will improve schooling. As a result, educational research efforts for 1976-77 received 2.6 per cent of the federal educational budget while 10 per cent of the defense budget goes to research and the agricultural and health fields spend about 5 per cent of their budgets on research. (Author/JM)

ED 135 914 UD 016 788
The State of Black America 1977.

National Urban League, Inc., New York, N.Y.
Pub Date 11 Jan 77
Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Family Life, *Life Style, Negro Achievement, *Negro Attitudes, Negro Education, Negro Employment, *Negroes, Negro

Leadership, *Negro Role, *State of the Art Reviews, *Surveys

Identifiers—National Urban League

This document contains the National Urban League's second annual "State of Black America", report which describes the condition of black citizens during the year 1976. The report examines developments in eleven major areas of life: the economy, employment, education, housing, health, social welfare, youth, crime, legislation, political involvement, and foreign policy. It also includes, for the first time, the results of a survey of Urban League affiliates from 107 cities across the country. The survey shows deepened depression and hardship among blacks. Employment and housing are the most crisis-ridden areas. The most important event for blacks in 1976 was the presidential election. They showed confidence in political leadership as a result of Jimmy Carter's victory. (Author/AM)

ED 135 915 UD 016 811
Clawar, Stanley S.

Corrective Mathematics Services for Eligible Non-public School Pupils; Evaluation Period School Year, 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—29p.; New York City Board of Education Function No. 09-69628 ; Tables may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Gains, Elementary Secondary Education, *Mathematical Concepts, *Mathematics Instruction, *Mathematics Materials, Private Schools, *Remedial Mathematics

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

This paper describes and evaluates a corrective mathematics program designed to meet the needs of approximately 25,000 Title I eligible pupils attending non public schools. The major objectives of the program were to improve the mathematical competency of pupils in computation, concept development and problem solving. Approximately 10,000 pupils were served by the program. The basic teaching methodology was a small group, materials oriented approach. Students were provided with workbooks, games, and other materials with a mathematics focus. Student participation and individualized instruction were also emphasized. Many students who received the services of the program were regularly involved with guidance counseling services. All students participating were given on a pre and post basis, one of the following tests: the Boehm Test in Basic Concepts; the Metropolitan Achievement Test (Mathematics) grades 2-8; or the Stanford Test of Academic Skills (Mathematics) grades 9-12. In all grade levels the students manifested statistically significant gains on their mathematics scores. The use of paraprofessionals was not shown to have contributed to the higher scores of the students involved. (Author/AM)

ED 135 916 UD 016 813
Berggren, Victor W.

College Discovery and Development Program; School Year, 1975-76.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date 76

Note—37p.; Pages 28-37 are marginally legible due to the print quality off the original document; New York City Board of Education Function No. 09-69610

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Bound Students, *Compensatory Education Programs, Economically Disadvantaged, *Educationally Disadvantaged, Grade 10, Grade 11, Grade 12, *High School Students, Mathematics Instruction, *Program Evaluation, Reading Instruction

Identifiers—College Discovery and Development Program, *Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

The primary objective of the College Discovery and Development Program (CDD), funded under the Elementary Secondary Education Act Title I, has been the discovery and development of the college potential of high school youth who are academically and financially disadvantaged. This program was designed to improve the reading and mathematics performance of the students in the

target population. The program began in September 1975 at three Title I high schools. Participating students were enrolled in the tenth, eleventh and twelfth grades. The 748 students who were at least two years retarded in reading and mathematics entered the program. Pre and post tests, on site observations and visits provided evidence that the proposed program was implemented as planned. (Author/JM)

ED 135 917

UD 016 814

Kaye, Mildred

College Discovery and Development Program; School Year 1974-75.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—42p.; Pages 37-42 are marginally legible due to the print quality of the original document; New York City Board of Education Function No. 09-59610

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*High School Students, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, Secondary Education, Underachievers
Identifiers—*College Discovery and Development Program, *Elementary Secondary Education Act Title I, ESEA Title I, New York (New York)

Funded under Title I of the Elementary and Secondary Education Act, the College Discovery and Development Program is a cooperative program developed and offered by the City University of New York and the Board of Education of New York City. This program provides remediation in reading and math to approximately 830 sophomores, Juniors and Seniors who are economically disadvantaged in three New York City high schools. Statistically significant results were found in both the reading and math components. Students were scheduled for intensive small group (8 to 10 students) individualized assistance in reading and math. Each center was staffed with three counselors, three educational assistants and one coordinator. Seventeen remedial reading and/or remedial math teachers staffed the program. There was one Project Coordinator who coordinated the program city wide. (Author)

ED 135 918

UD 016 815

Woloshin, Gerald W.

College Bound Program; Summer 1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Report No.—B/E-09-61622

Pub Date 11 Aug 75

Note—42p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bilingual Students, *College Bound Students, *Compensatory Education Programs, English (Second Language), Grade 9, Grade 10, *Junior High School Students, Low Achievers, Remedial Mathematics, Remedial Reading, Spanish Speaking, *Summer Programs
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

The principal objectives of the College Bound Summer Program, funded under the Elementary Secondary Education Act Title I, were to improve student's reading and mathematics, increase their ability to do college work, and make the students' transition from junior high to high school easier. Program participants were selected on the basis of either performance on the Stanford Achievement test or recommendations from junior high school counselors. During each day of the program, students participated in three classes: remedial reading, corrective mathematics, and a reading or mathematics workshop. An ESL program with the same goals, and using the audiolingual approach, was a part of the program. For ESL classes all materials were in English and Spanish, and bilingual educational assistants were employed. It was found that the program produced significant gains in reading and mathematics for all groups of participants. (Author/JM)

ED 135 919

UD 016 816

Doyle, Robert E.

The College Bound Program; Evaluation Period, School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—29p.; New York City Board of Education Function No. 09-59609

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, Cognitive Objectives, *College Bound Students, *College Preparation, *Disadvantaged Youth, *High Schools, Mathematics, *Program Evaluation, Reading, Sciences

Identifiers—*College Bound Program, *New York (New York)

This report contains a description and evaluation of the College Bound Program. It was designed to enhance the cognitive abilities of 9,300 high school students who were eligible for Title I funds. The program was conducted in 24 high schools with approximately one fourth of the subjects at each grade level. The evaluation was designed to investigate the effectiveness of the reading, mathematics, science, social science, and bilingual components of the program. Test results revealed that the project improved standardized test scores in all areas. Statistically significant gains were obtained for the reading, mathematics, social studies, science, bilingual reading, and bilingual science components for all grade levels and for the ninth grade bilingual social science component. (Author/AM)

ED 135 920

UD 016 817

Bull, Patricia A.

City College Advisory Workshop; 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—100p.; New York City Board of Education Function No. 09-53606; parts of Appendix A-Appendix E are marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Individualized Programs, *Information Centers, Inservice Education, *Open Education, Program Effectiveness, *Program Evaluation, *Resource Centers, Teacher Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, New York (New York)

This report contains a description and evaluation of the City College School of Education Advisory Service Workshop Center for Open Education, a program funded under Title III of the Elementary and Secondary Education Act of 1965. The program is a free resource facility for all participants in the school process; teachers, administrators, paraprofessionals, parents, graduates and undergraduate students interested and involved in open education in the New York City area. The Center's activities range from demonstrations to independent work on special projects and from a single visit to repeated use. Facilities and programs include: workshops, meetings, discussions, a library, film showings, consultations with staff, speakers and informal sharing. The evaluation of the program consists of classroom observation, teacher interviews, and a review of the reports and data that cover the three year period of funding. Findings indicate that at the close of its third year of Title III funding the Advisory Workshop Center continues to fulfill program goals and objectives. (Author/AM)

ED 135 921

UD 016 818

Lohman, Maurice A.

Bilingual Pupil Services; School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—110p.; Appendix A and B are marginally legible due to the print quality of the original document; New York City Board of Education Function No. 09-51698

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, *Bilingual Students, Bilingual Teachers, English (Second Language), Inservice Education, Inservice Programs, Mathematics Instruction, *Non English Speaking, Paraprofessional School Personnel, Reading Skills, *Spanish Speaking

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

This report contains a description and evaluation of the Bilingual Pupil Services Program, operated by the New York City Board of Education, Office of Bilingual Education. The basic goal of the program was to improve the reading and mathematics abilities of Hispanic non-English

speaking pupils and Hispanic English speaking pupils who were one or more years behind in reading and mathematics achievement as measured by teacher made and/or standardized tests. The program served 2061 pupils in 32 public schools in 13 community school districts. The program provided in-service training to paraprofessionals who assisted the regular classroom teacher by providing small group instruction. A copy of a test on teaching reading to the bilingual learner is included in an appendix. (Author/AM)

ED 135 922

UD 016 819

Strum, Irene

Bilingual Program In Auxiliary Services for High Schools; School Year 1975-76.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—42p.; New York City Board of Education Function No. 09-67604

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, *Compensatory Education Programs, *English (Second Language), High Schools, *High School Students, Mathematics Instruction, Non English Speaking, Reading Instruction, Secondary Education

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, *New York (New York)

The bilingual program of the Auxiliary Services for High Schools (ASHS) provides an alternative educational system in New York for students who are bilingual or speak no English but do speak Spanish, French, Italian, Greek or Chinese. The program's primary purpose is to prepare pupils for the General Education High School Equivalency (HSE) examination in English or Spanish; therefore reading and mathematics skills are emphasized. An English as a Second Language (ESL) component is included for the improvement of English skills. The bilingual program uses native or dominant languages to improve competency in reading, mathematics, and social studies. Participants are helped to keep their cultural heritage. In the 1975-1976 school year there were 12 bilingual centers. The results of the evaluation showed that the basic evaluation objectives were achieved by students for whom data was available. English reading improved significantly. Reading in the native or dominant language and in mathematics showed a significant gain. For students whose HSE results were known, approximately 80 percent passed. (Author/JM)

ED 135 923

UD 016 820

Soles, Stanley

Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—50p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bilingual Education, Cognitive Objectives, *English (Second Language), *High Schools, Languages, *Non English Speaking, Reading Achievement, *Reading Centers, Reading Programs, Reading Skills, Secondary Education

Identifiers—*Auxiliary Services for High Schools, *New York (New York)

This report describes and evaluates the bilingual program of the Auxiliary Services for High Schools (ASHS) Program in the New York City Schools for the 1974-75 school year. In 1974-75 there were 12 centers for this program distributed throughout all boroughs of New York City. Spanish was offered in nine of the programs, French in two, Greek in one, and Italian in one. The bilingual program provided for the development of increasing English skills through English as a Second Language (ESL) instruction. Beyond the ESL instruction, the bilingual program used the native or dominant language of the students to develop competencies in areas of reading development, math, science, social studies, and several other areas. Some students in Spanish were prepared for the General Education High School Equivalency Exam in English or Spanish versions. The program emphasized bilingual guidance and counseling for both academic and vocational needs of students. About 1,397 stu-

were served by the bilingual program in the 1974-75 school year. Among the major findings of the evaluation are the following: 1) students for whom completed test results were analyzed showed significant gains in reading scores, 2) reading in native languages showed significant gains in each of the languages for which test results were completed, 3) achievement in mathematics among the 12 centers showed significant differences with the exception of one school, and 4) for those students whose results were known, over 80% of the students who took the high school equivalency examination passed. (Author/AM)

ED 135 924 UD 016 822

Clawar, Harry J.
Skills Remediation in Reading; School Year 1974-75.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 15 Jul 75

Note—28p.; New York City Board of Education Function Number 09-59613/09-58265

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educationally Disadvantaged, *High School Students, Reading Achievement, Reading Development, Reading Improvement, *Reading Programs, *Reading Skills, *Remedial Reading, Secondary Education

This paper presents a description and evaluation of the Skills Remediation in Reading Program, designed to improve the reading skills of high school students who are two or more years behind in reading skills. Program participants were educationally and economically disadvantaged students. The number of students who participated was approximately 23,000. These students were distributed among 48 high schools with 336 teachers and 272 educational assistants. Classes were limited to fifteen students per classroom. Students were chosen if their reading ability was a minimum of two years below grade level based on the Metropolitan Achievement Tests or other standardized achievement tests. They were chosen by guidance personnel. Individualized diagnostic and prescriptive techniques were used by program teachers, but some small group work was also incorporated into the program. The evaluation consisted of a comparison of pre test and post test scores on the Metropolitan Achievement Test. Test data indicated that program participants from grades nine through twelve gained more than expected in sections of the Metropolitan Achievement Test. Those participants who attended classes at a rate of 75% or more for the year, gained even more above their expected level than participants who attended 75% or more for one semester, as well as those who attended less than 75% for whatever period of time that they were in the program. (Author/AM)

ED 135 925 UD 016 823

Brown, Eric R.
School-Community Interaction Umbrella: English as a Second Language (PS152) & Early Identification Program (PS139); February 13, 1975-June 26, 1975. Final Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 26 Jun 75

Note—17p.

Available from—New York City Board of Education Function Number 20-53438

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Early Reading, *Elementary Education, *English (Second Language), Grade 1, Grade 2, *Non English Speaking, Puerto Ricans, Reading Ability, Reading Achievement, Reading Diagnosis, Reading Instruction, *Reading Programs, Reading Skills, *School Community Cooperation

Identifiers—*New York (Manhattan)

This report provides a description and evaluation of two school programs in New York City. The programs are English as a Second Language at P.S. 152, and the Early Identification Program at P.S. 139. Both were planned with the participation of the principal, the parents, and the school district staff. The first program was designed to supplement regular instruction in English and reading for children who could not speak English fluently. An ESL teacher provided instruction to these children. The teacher used the audio-lingual method 45 minutes a day in small group sessions with the students. The pro-

gram at P.S. 139 was designed to prevent reading retardation by early identification of reading problems in children from grades one and two. Students in this program were selected on the basis of their reading readiness scores in grade one, or their primer or grade one reading scores in grade two. Two paraprofessionals worked with forty first and second grade students under the supervision of a regular reading teacher. A diagnosis of the reading skills needed by each student was made by the coordinating teacher. She then prescribed individual programs to be carried out by the paraprofessionals. This program supplemented regular classroom instruction in reading. Twenty seven first and second graders participated in the program. Findings indicate that all the students enrolled in the program at P.S. 152 did not show substantial gain in their ability to communicate in English as measured by the Language Assessment Battery. First grade children at P.S. 139 made substantial gains when treated on an individual basis. (Author/AM)

ED 135 926 UD 016 824

Bertoldi, Arthur R.

Remediation for Auxiliary Service Students; Evaluation Period, School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—29p.; New York City Board of Education Function No. B/E 09-59680. The Appendix is not reproducible due to marginal legibility of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Dropout Programs, *High School Equivalency Programs, *High School Students, *Remedial Mathematics, *Remedial Reading, Secondary Education, Vocational Counseling

Identifiers—*Auxiliary Services for High Schools, Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

This report presents a description and evaluation of the Auxiliary Services Program. This program provided counseling, remedial math and remedial reading instruction, and high school equivalency study to Title I students who were two or more years below grade level. Eleven day and evening centers located in various boroughs in New York participated. The evaluation consisted of a comparison between pre and post test scores achieved on the Metropolitan Achievement Test in reading and on the New York State Arithmetic Computation Test in Mathematics. In addition students' scores on alternate forms of these tests were obtained at various points during the program. High school grade levels at the time of enrollment were noted and a detailed account of attendance records was also maintained. Among the major findings of the evaluation are the following: 1) although monthly and daily attendance patterns were flexible, the average student attended school for five and one half months or 54 days of instruction, 2) both remedial programs produced statistically significant achievement growth. (Author/AM)

ED 135 927 UD 016 825

Lodato, Francis J.

Remedial Services for Eligible Nonpublic School Pupils; Clinical and Guidance Component. School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—22p.; New York City Board of Education Function No. 09-59630

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Clinical Diagnosis, Cognitive Objectives, *Elementary Secondary Education, *Guidance Programs, *Guidance Services, *Private Schools, Remedial Instruction, *Remedial Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

This paper reports on the clinical and guidance component of a program designed to meet the needs of non-public school children in a New York City School District for the 1974-75 school year. In all, a total of 8,398 students from the non-public schools participated in the program. The evaluation of this program included: a) achievement measures in the instructional components of the program (i.e. corrective reading, corrective mathematics, and English as a second

language), b) improvement of in-school behaviors, and c) a decrease in the basic problems which prompted the clinical and guidance referral. In general, the program was successful insofar as the evaluation objectives were met. The behavior of the pupils in the program improved significantly according to the referring teachers. (Author/AM)

ED 135 928 UD 016 826

Beusse, William E. And Others

Perceptions of Equal Opportunity and Race Relations Among Military Personnel.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No.—AFHRL-TR-76-54; OASD MR 76-4

Pub Date Dec 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Armed Forces, *Caucasians, Enlisted Personnel, *Equal Opportunities (Jobs), *Military Personnel, *Military Service, Minority Groups, *Negroes, *Race Relations, Racial Attitudes, Social Discrimination

This is a report of a survey conducted to determine the perceptions of equal opportunity and race relations among black and white military personnel in four branches of the Armed Forces. Data was collected by means of a questionnaire. Questionnaire items included the following areas: promotions, daily duty assignments, military justice, training opportunities, on-base social activities, respect by superiors, and housing. Furthermore, information on the perceptions of racial unrest and race relations among service personnel was solicited. The responses of 19,690 enlisted personnel and 13,160 officers from a stratified random sample comprised the data base. The responses were weighted so as to approximate the views of the total military population on active duty in October of 1973. An analysis of the data and an interpretation of the results are fully presented, in addition to comparisons of the perceptions between black and white enlisted personnel and black and white officers on several of the variables. (Author/BS)

ED 135 929 UD 016 827

Nandi, Proshanta Johnson, Daniel M.

Quality of Life Among Asian Americans in Middle Size Cities: Some Theoretical and Methodological Considerations.

Sangamon State Univ., Springfield, Ill.

Pub Date Sep 76

Note—21p.; A revised version of a paper presented at the Annual Meeting of the American Sociological Association (71st, New York, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Asian Americans, *Community Size, Demography, Geographic Distribution, *Population Distribution, *Research Methodology, *Research Needs, Urban Areas

Systematic knowledge about the problems and needs of Asian Americans living in middle-size and smaller communities throughout the U.S. is nonexistent. This paper explores the issues involved in assessing the quality of life of Asian Americans in middle-size cities and small communities in the U.S. It highlights neglected considerations in the theory of assimilation and research methodology in this area. There is disagreement about the definitions and concepts used to understand Asian Americans as an ethnic minority. There is little reliable demographic data, other than the census, on Asian Americans. Also lacking is an adequate theoretical framework for understanding research on Asian Americans. (Author/AM)

ED 135 930 UD 016 829

New York State Programs of Postsecondary Opportunity, 1973-1974; Comments and Recommendations of the Regents and Staff Analysis.

State Univ. of New York, Albany. Office of the Regents.

Pub Date [74]

Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Programs, *College Students, Disadvantaged Youth, *Educational Disadvantage, *Educational Opportunities, Equal Education, *Higher Education, *Minority Groups, Program Descriptions, Program Ef-

fectiveness, *Program Evaluation, Student Financial Aid

Identifiers—College Discovery Program, Higher Education Opportunity Program, *New York, Search for Education Elevation and Knowledge, SEEK

This paper provides a comparative analysis of postsecondary opportunity programs in New York State for 1973-1974. The programs reviewed are (1) Search for Education, Elevation and Knowledge (SEEK), (2) Educational Opportunity Program (EOP), and (3) Higher Education Opportunity Program (HEOP). The College Discovery program is treated separately in the appendix. The majority of students participating in these programs come from large families with low incomes. As of 1974, about half of all the minority students in undergraduate education in the state were in postsecondary opportunity programs. More than half of all opportunity students were "on track" for graduation with their regularly-admitted counterparts. There were some problems with the programs. Financial assistance was never sufficient for student needs. Management problems affected student performance. There was no consistent policy concerning academic performance standards. (Author/AM)

ED 135 931

UD 016 831

Proceeding Under Title VI of the Civil Rights Act of 1964; Initial Decision in the Matter of Chicago Public School District #299 and Illinois Office of Education and City of Chicago, Illinois; Docket No. S-120. Administrative Proceedings in the Department of Health, Education and Welfare, National Science Foundation, Department of Housing and Urban Development.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date 15 Feb 77

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bilingual Education, Civil Rights,

*Court Litigation, *Equal Education, Equal Opportunities (Jobs), Federal Aid, *Financial Support, Minority Group Children, *Non English Speaking, *School Districts

Identifiers—*Civil Rights Act 1964 Title VI, *Illinois (Chicago)

This document presents the initial decision concerning a federal compliance review of the Chicago Public School District #299, the Illinois Office of Education, and the City of Chicago, Illinois. These proceedings try to determine if the school district under consideration was complying with Title VI of the 1964 Civil Rights Act. Violations of Title VI were found in the following areas: 1) the school district failed to take the necessary steps to open its instructional program to its English-limited students, 2) the school district's assessment and identification efforts restricted non or limited English speaking children from enjoying the benefits of the school district's educational programs, 3) the school district did not address the needs of approximately 31,000 non or limited English speaking children enrolled in the school district, 4) the school district assigned teachers and professional staff to certain schools on the basis of race, 5) the school district was not in compliance with Title VI of the 1964 Civil Rights Act in regard to its teacher and professional staff assignments and delivery of equal educational opportunities to non or limited-English speaking minority school children. Title VI, its implementing regulations, guidelines and effectual policies are a result of Lau V. Nichols, 414 U.S. 563, 568 (1974). As a result of these proceedings federal financial assistance administered by the Department of Health, Education and Welfare has been terminated. (Author/AM)

ED 135 932

UD 016 832

Brown, Eric R.

Ethnic Heritage Learning Resource Center.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Pub Date 26 Jun 75

Note—10p.; New York City Board of Education Function Number 20-53437

Available from—Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African Culture, *Cultural Background, Ethnic Groups, *Grade 4, *Grade 5, Intermediate Grades, Latin American Culture, *Minority Group Children, *Program Evaluation, *Reading Centers, Reading Difficulty, *Reading Programs, Resource Centers, Spanish Culture

Identifiers—New York (New York)

This paper provides a description and evaluation of the Ethnic Heritage Learning Resource Center, a program designed to provide a concentrated and personalized enrichment program of instruction to children showing severe reading deficiencies. Approximately 1,200 fourth and fifth graders drawn from eight schools in New York City participated. The Center used special ethnic materials, special procedures, and para-professionals. Each of the eight schools sent its own selected students to the center at least three times a week for a full day. There, the children learned about African or Hispanic culture and participated in reading related activities. Program evaluation consisted of a site visit conducted at the end of the project period, and of an examination of documents related to program implementation. Although the first evaluation objective called for a 100% sample of all 1200 children in the program, complete pre and post test scores of only 64 children were supplied from one of the eight schools involved. Findings indicate that the 64 children surveyed showed substantial reading growth over the course of the academic year. Even if the figures were more representative of the population, there is no clear proof that this growth is due to the program alone. (Author/AM)

Subject Index

191

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

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Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

Abbreviations

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ED 135 634

Ability

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ED 135 805

Ability Identification

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ED 135 309

Abstraction Levels

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ED 134 902

Abstracts

Bibliography on Rural and Community Development.

ED 135 550

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ED 135 551

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Academic Achievement

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ED 135 218

A "Difference" Inventory: Construction, Supporting Data, Implications.

ED 134 950

The Effects of Cognitive Style, Task Structure, and Task Setting on Student Outcomes--Cognitive and Affective.

ED 135 781

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ED 134 884

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ED 135 435

Optimum Selection and Recruitment Problem for Student Academic Groups Process.

ED 134 908//

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ED 134 982

Report of the Northland School Division Study Group.

ED 135 548

School Performance as a Function of Early Stimulation. Final Report.

ED 135 469

Self-Concept, Other Concept, and Attained Second Language Proficiency. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.

ED 135 228

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ED 135 561

South Carolina First Grade Pilot Project 1975-76: The Effects of Class Size on Reading and Mathematics Achievement. Office of Research Report Series Volume 1/Number 26.

ED 135 072

So What's Different? Student Achievement and Attitude Results from Instructional Development Projects.

ED 135 402

The Strong-Campbell's AOR Scale and Academic Achievement in College.

ED 135 819

Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education. Technical Report No. 9.

ED 134 932

Two Hour Vocational Classes at the Laurel County Area Vocational School. Final Report.

ED 134 701

What Students Know and Can Do: Profiles of Three Age Groups.

ED 135 846

Academic Aspiration

Challenging the Traditional Female Role: An Exploration of Women's Attitudes and Career Aspirations.

ED 134 878

Race, Sex and Schooling: Insights from the "Wisconsin Model" of Early Achievement Process.

ED 135 897

Academic Records

The Effects of the Family Educational Rights and Privacy Act of 1974 Upon Employers' Perceived Value of Student Credentials. Educational Policy Systems.

ED 134 881

Accommodation Theory

Learning by Imitation in Infants and Young Children. Final Report.

ED 135 462

Accountability

The Impact of Regional Accrediting Agencies upon Libraries in Postsecondary Education.

ED 135 337

Proprietary Vocational and Home Study Schools. Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438).

ED 134 790

Accounting

Methods of Costing in Universities. Brief Comparison Between the NCHEMS Approach and the Approach Used by the French-Speaking Research Group Associated with the IMHE Programme.

ED 135 275

Accreditation (Institutions)

The Impact of Regional Accrediting Agencies upon Libraries in Postsecondary Education.

ED 135 337

Postsecondary Education and "The Best Interests of the People of the States."

ED 135 266

The Triad is not Alive or Well.

ED 135 265

Achievement

The Development and Use of an Energy Environment Assessment Instrument.

ED 135 664

The Effects of Instruction in Science Process Skills on Reading Comprehension of Pre- and In-Service Elementary Teachers.

ED 135 660

The Self-Fulfilling Prophecy: An Adaptation.

ED 135 464

Achievement Gains

Corrective Mathematics Services for Eligible Nonpublic School Pupils; Evaluation Period School Year, 1975-1976.

ED 135 915

Program Implementation and Pupil Achievement in Three Title I Projects.

ED 135 857

Achievement Rating

A New Yardstick for Comparing Achievement in Basic Skills.

ED 135 868

Achievement Tests

Computerized Achievement Testing Using the Simple Logistic Model.

ED 135 853

Influence of Visual Domain on Score Decline: Some Conjectures.

ED 135 369

Acoustic Phonetics

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, October 1 - December 31, 1976.

ED 135 028

Action for Children's Television

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ED 135 035

Activism

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ED 135 896

Activities

Calcasieu Parish Spark Program for Primary Gifted/Talented Students: Guidelines and Curriculum.

ED 135 187

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ED 135 188

Dimensions of Self-Concept in Preschool Children.

ED 135 498

The Effects of Active and Quiet Activities Upon Subsequent Attending of Preschool Children.

ED 135 471

Adaptation Level Theory

The Induction of Euphoric and Dysphoric States with Induced Affect.

ED 134 899

Adjectives

An Examination of the Validity of a Componential Analysis as a Guide to Semantic Acquisition.

ED 135 230

Adjustment (to Environment)

Home From the War: A Study of Psychiatric Problems in Viet Nam Returnees.

ED 134 857//

A Rationale for a Counseling Program Designed Uniquely for International Students.

ED 134 888

Unlocking the Second Gate: The Role of Financial Assistance in Reducing Recidivism Among Ex-Prisoners. R&D Monograph 45.

ED 134 704

Adjustment Problems

The Vietnam Drug User Returns. Final Report. Special Action Office Monograph, Series A, Number 2, May 1974.

ED 134 912

Administration

Report of the Northland School Division Study Group.

ED 135 548

Administrative Agencies

Government in the Sunshine.

ED 135 022

How to Start a Public Broadcasting Station.

ED 135 039

Administrative Organization

The Administration of American Colleges and Universities.

ED 135 314

Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Rosslyn, Virginia, April 11-14, 1976).

ED 134 682

Administrative Personnel

An Analysis of Tasks Performed by District Supervisors of Trade & Industrial Education in Alabama.

ED 134 813

An Assessment of the Management Development Needs of De Anza College Administrators.

ED 135 432

Faculty and Administrative Salaries in the Public Community Colleges of Illinois 1976-77. Data and Characteristics Volume V, Number 7.

ED 135 421

A Process for Committeeship.

ED 135 088

Staff Development. The Best of ERIC, Number 26.

ED 135 067

Administrative Principles

The Administration of American Colleges and Universities.

ED 135 314

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ED 134 845

Administrative Problems

Consultation Skills Development: A Participative Case Analysis. Monograph Series, Vol. 1, No. 6.

ED 135 017

Critical Incidents in School Administration: A Problems Approach to Educational Management for Teachers and Administrators.

ED 135 044//

Decision-Making Theory and University Advancement.

ED 135 295

The Effect of Title IX of the Education Amendments of 1972 on the Administration of Girls' Competitive Athletic Programs in Selected Public High Schools of Texas.

ED 135 077

Some Problems in Planning Adult Education. No. 59. The Fundamentals of Educational Planning: Lecture, Discussion Series.

ED 134 741

Administrator Attitudes

Direct Experience As a Factor in the Development of Public School Superintendents' Attitudes Toward the Private School Movement.

ED 135 086

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ED 134 812

Private Schools in the Deep South: An Examination of Public School Officials' Attitudes Toward Their Social Impact, Growth, and Decline.

ED 135 085

School Staffing Practices. An Examination of Contingency Staffing and the Potential for Staff Differentiation in Alberta Schools.

ED 135 098

Survey of Consumer Education and Survey of Opinions of Secondary School Administrators Regarding Proposed Criteria for Consumer Education Programs in New Jersey Public Schools.

ED 134 676

Vocational Educators' Perceptions of Curriculum Materials Development. Final Report.

ED 134 688

Administrator Education

An Assessment of the Management Development Needs of De Anza College Administrators.

ED 135 432

The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973.

ED 134 675

An Internal Evaluation of a Field-Based Training Component for School Administrators.

ED 135 812

On-the-Job Learning and Administrative Performance: A Response to Brown's Model.

ED 135 055

Training Programme for University Management in the United States.

ED 135 276

Administrator Guides

Half-Million-Dollar Decisions--the Recruitment and Selection of Educators. OSSC Bulletin Vol. 20, No. 6.

ED 135 074

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ED 135 075

Administrator Responsibility

Decision-Making Theory and University Advancement.

ED 135 295

Administrator Role

Broadband Communications for Rural Development? Yes -- But We Will Need a Marketing Concept.

ED 135 518

Decision-Making Theory and University Advancement.

ED 135 295

The Roles of Parents, Teachers, and Administrators in Programs for the Deaf-Blind.

ED 135 196

The Work of the Business and Distributive Education Department Chairman.

ED 134 732

Administrator Selection

Half-Million-Dollar Decisions--the Recruitment and Selection of Educators. OSSC Bulletin Vol. 20, No. 6.

ED 135 074

Admissible Probability Testing

Admissible Scoring Systems for Continuous Distributions.

ED 135 799

Admission Criteria

The GRE and the Minority Student: A Perspective.

ED 135 827

The Impact of Open University Access in Wisconsin.

ED 135 325

Adolescent Literature

Books for the Teen Age, 1977.

ED 135 005

Adolescents

Adolescent Identity Process and Patterns of Family Interaction.

ED 134 861

Day Care Youth Helper Program. Final Report of the National Commission on Resources for Youth.

ED 135 465

Gateways to Readable Books. Fifth Edition.

ED 134 961//

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ED 134 852//

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ED 134 891

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ED 134 854//

Race, Sex and Schooling: Insights from the "Wisconsin Model" of Early Achievement Process.

ED 135 897

Adult Basic Education

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ED 134 746

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ED 134 729

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ED 134 730

Some Problems in Planning Adult Education. No. 59. The Fundamentals of Educational Planning: Lecture, Discussion Series.

- ED 134 741
Stenography Refresher Course, Part I. Instructor's Guide for an Adult Course.
- ED 134 731
Adult Education Programs
Moving from Two-Way Cable Technology to Educational Interaction.
- ED 135 371
Adult Literacy
The Development of Reading and Writing Abilities in Adults.
- ED 134 963
Historical Antecedents and Contemporary Trends in Literacy and Readability Research in the Navy.
- ED 134 968
Adult Programs
Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report.
- ED 134 795
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Advance Organizers
The Effects of Advance Organizers on Selected Cognitive Styles and Different Cognitive Structures in a Programmed Learning Task of Grammatical Usage.
- ED 134 998//
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- ED 134 934
Advisory Committees
"If You Don't Make a Difference, Who Will?" Superintendent's Statewide Advisory Committees. Final Report--Phase I.
- ED 135 090
Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Rosslyn, Virginia, April 11-14, 1976).
- ED 134 682
Aesthetic Education
Concept Development and the Development of the God Concept in the Child: A Bibliography.
- ED 135 487
Affective Behavior
Developmental Changes in Children's Inferential Explanations of Nonverbal Social Interaction.
- ED 134 901
Development of a Behavioral Affective Relationship Scale for Encounter Research.
- ED 134 900
The Induction of Euphoric and Dysphoric States with Induced Affect.
- ED 134 899
Mothers of "Secure" Vs. "Insecure" Babies Differ Themselves Nine Months Later.
- ED 135 495
Oklahoma Affective Education: A Resource Guide.
- ED 135 712
Affective Objectives
Colorado Annual Evaluation Report.
- ED 135 885
Outcome Research: Implications for Counseling in the Elementary School.
- ED 134 913
Affective Tests
Affective Behavior in Preschool Children. Final Report.
- ED 135 162
Affective Development in the Normal and Handicapped Preschool Child. Summary Report. Review and Recommendations.
- ED 135 163
Affiliated Schools
ON-SITE: Oklahoma Nucleus for School Involvement in Teacher Education.
- ED 135 739
Age
Acoustic-Associative Memory Attribute Dominance Predicted by Age and SES.
- ED 134 893
Age Differences
Age-Related Changes in the Relationship Between Visual Stimulus Intensity and Directional Finger Movements in Infants.
- ED 135 504
Concept Acquisition in the Human Infant.
- ED 135 493
Developmental Changes in Children's Inferential Explanations of Nonverbal Social Interaction.
- ED 134 901
Development of Sex-Trait Stereotypes Among Young Children in the United States, England, and Ireland.
- ED 135 491
Modification of Children's Racial Attitudes. Final Progress Report.
- ED 135 882
Slow But Sure: A Chronometric Analysis of the Process of Aging.
- ED 134 906
Standards of Fair Play in Same- and Mixed-Age Groups of Children.
- ED 135 500
Agency Role
The Effect External Agencies and Groups Have on the Operation of Central Florida Community College.
- ED 135 426
Government in the Sunshine.
- ED 135 022
Implications of the 1202 Commission for Florida Technological University. Educational Policies.
- ED 135 284
Nebraska's Official Civil Rights Agencies. A Report of the Nebraska Advisory Committee to the United States Commission on Civil Rights...
- ED 135 879
Options for Federal Role with Regard to Advanced Telecommunications Systems and Services.
- ED 135 527
Primary School Inspection in Nigeria. The Organisation and Staffing of the Primary School Inspectorate: Case Studies - 2. IIEP Research Report: 12.
- ED 135 049
Primary School Inspection in Pakistan. The Organisation and Staffing of the Primary School Inspectorate: Case Studies - 3. IIEP Research Report: 13.
- ED 135 050
Primary School Inspection in Peru. The Organisation and Staffing of the Primary School Inspectorate: Case Studies - 4. IIEP Research Report: 14.
- ED 135 051
Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part D - Report on Implementation of Decision-Oriented Evaluation Units in Consortium Agencies.
- ED 135 809
Aggregation
Aggregation Gain Reconsidered. Technical Report No. 8.
- ED 135 813
Aggression
Problems in Aggression: Three Case Studies.
- ED 135 474
Agribusiness
Wisconsin Radio and Television Agricultural Market News Programming. Wisconsin Agricultural Extension Service Research Report No. R2615, April 1974.
- ED 135 528
Agricultural Education
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- ED 134 743
Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America.
- ED 134 707
Agricultural Engineering
Agricultural Electricity. Electric Controls. Student Manual. Report No. 820/20.
- ED 134 743
Agricultural Electricity. Electric Motors. Student Manual.
- ED 134 744
Agricultural Laborers
Situational Study of Migrant Farmworkers in South Carolina. Research Bulletin No. 3.
- ED 135 558
Agricultural Occupations
Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America.
- ED 134 707
Agricultural Production
The Impact of Federal Commodity Donations on the School Lunch Program. Department of Agriculture. Report to the Committee on Education and Labor, House of Representatives.
- ED 135 078
Alabama
Direct Experience As a Factor in the Development of Public School Superintendents' Attitudes Toward the Private School Movement.
- ED 135 086
Private Schools in the Deep South: An Examination of Public School Officials' Attitudes Toward Their Social Impact, Growth, and Decline.
- ED 135 085
A School-Community Career Education Project. Final Report.
- ED 134 837
Vocational Education in Alabama. A Survey of the Opinions of Business and Industry. Evaluation Series Report Number 2, 1976.
- ED 134 718
Alabama (Anniston)
Southern White English: The Changing Verb Phrase.
- ED 135 261
Alaska
Summary of Findings. Alaska School Finance Study Regional Workshops, October-November 1976.
- ED 135 099
Alaska Natives
Changes Needed in Revenue Sharing Act for Indian Tribes and Alaskan Native Villages. Report to the Congress by the Comptroller General of the United States, May 27, 1976.
- ED 135 545
Alberta
Report of the Northland School Division Study Group.
- ED 135 548
School Staffing Practices. An Examination of Contingency Staffing and the Potential for Staff Differentiation in Alberta Schools.
- ED 135 098
Alcohol Education
Issues in Primary Prevention in Substance Abuse. A Statement.
- ED 134 919
Algebra
First Course in Algebra, Student's Text, Part I, Unit 9.
- ED 135 617
First Course in Algebra, Student's Text, Part II, Unit 10.
- ED 135 618
First Course in Algebra, Teacher's Commentary, Part I, Unit 11.
- ED 135 619
First Course in Algebra, Teacher's Commentary, Part II, Unit 12.
- ED 135 620
Intermediate Mathematics, Student's Text, Part I, Unit 17.
- ED 135 625
Intermediate Mathematics, Student's Text, Part II, Unit 18.
- ED 135 626
Intermediate Mathematics, Teacher's Commentary, Part I, Unit 19.
- ED 135 627
Intermediate Mathematics, Teacher's Commentary, Part II, Unit 20.

- ED 135 628**
- Alienation**
Lonely Parents: Observations by Public Health Nurses of Alienation in Child Abuse. ED 134 894
- Alphabets**
Learning to Read in English and Chinese--Some Psycholinguistic and Cognitive Considerations. ED 134 946
- Alternative Schools**
Factors in Remedial Education. The Case Study of an Alternative School. ED 135 425
- Alternatives Project (Kentucky)**
Communicating: How? A Manual for Mental Health Educators. ED 135 008
- Altruism**
The Effect of a Social Perspective-Taking Training on Role-Taking Ability and Social Interaction in Preschool and Elementary School Children. ED 135 490
- Ambiguity**
Children's Comprehension of Referential Communication: Decoding Ambiguous Messages. ED 134 957
- American College Test**
Abstract of the ACT Class Profile for 1975-76 Freshmen Enrolled in Illinois Public Community Colleges. Research Report #11. ED 135 446
- American Culture**
The Arenas of Power: Focus on Schooling. ED 135 796
- American English**
British-Tradition English in the American University. *Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.* ED 135 253
Instant Mapping of American Regional Vocabulary. ED 135 004
Negative Incorporation in French and American Sign Language. ED 135 248
Southern White English: The Changing Verb Phrase. ED 135 261
- American Government (Course)**
A Study Guide for Constitutions in Effect in New York. ED 135 687
- American History**
Stereotypes, Distortions and Omissions in U.S. History Textbooks. ED 135 905
- American Indians**
American Indian Students and the Arizona Community College System. ED 135 416
Annual Report of the Michigan Commission on Indian Affairs, 1975. ED 135 555
Bibliography: A Resource on the Education of American Indians. Research and Evaluation Report Series No. 51. ED 135 541
Changes Needed in Revenue Sharing Act for Indian Tribes and Alaskan Native Villages. Report to the Congress by the Comptroller General of the United States, May 27, 1976. ED 135 545
Creek Nation Census: A Socio-Economic Survey of Selected Household and Individual Characteristics, June 1976. ED 135 539
Ethnicity and Identity in Northeastern Oklahoma. ED 135 576
Evaluation of Navajo Community College. Final Report -- June 1970. ED 135 546
Minorities in the Youth Conservation Corps: A Study of Cultural Groups in the 1974 YCC Program. ED 135 653
- Report of the Northland School Division Study Group.** ED 135 548
- A Statistical Portrait of the American Indian in 1976.** A Report for the Intra-Departmental Council on Indian Affairs, DHEW, Concerning Current Directions in Employment, Income, Education, and Health Care for the One Million American Indians in the United States. ED 135 556
Twenty-Ninth Annual Report of Indian Education in Eastern Oklahoma. ED 135 538
- American Literature**
A Comparison between Works of Realistic Contemporary Fiction by Non-American and American Authors Whose Books Have Settings Other Than the United States, Whose Major Characters Are Not Citizens of the United States and Which Are Appropriate for Children Nine through Twelve Years of Age. ED 134 965
A Psychoanalytic Introduction to Reader Response to Racial Literature. ED 134 985//
- Analysis of Covariance**
The Choice of Covariates. ED 135 835
Growth Curve Analysis. ED 135 860
- Analysis of Variance**
Growth Curve Analysis. ED 135 860
- Anchor Test Study**
Using Anchor Test Study Tables in State Assessment Programs. ED 135 842
- Animal Facilities**
Zooorum City: An "Action" Centered Museum in the Classroom. ED 135 641
- Animals**
Relationships Among Animal Identifications, Learning Preferences, Reading, and Reading Related Abilities. ED 134 945
- Annotated Bibliographies**
Affective Behavior in Preschool Children. Final Report. ED 135 162
Annotated Bibliography of Experimental Studies Related to the Teaching of Vocabulary: Intermediate to Adult Levels (1950-1977). ED 134 979
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction) Vol. 7, No. 4. ED 135 243
Bibliography on Rural and Community Development. ED 135 550
Blacks in an Urban Environment; A Selected Annotated Bibliography of Reference Sources. ED 135 908
Books for the Teen Age, 1977. ED 135 005
Canadian Books for Children. ED 135 014//
Career Education Interest Inventory Assessment. Final Report. ED 135 830
Cooperative Work Experience. An Annotated Resource Guide. ED 134 805
Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped. ED 134 806
Gateways to Readable Books. Fifth Edition. ED 134 961//
Language Development and Reading: Perspectives on the Linguistically Different Learner; An Annotated Bibliography. ED 134 943
Literature on the Deaf-Blind: An Annotated Bibliography. ED 135 194
Nonprint Materials on Communication. An Annotated Directory of Select Films, Videotapes, Videocassettes, Simulations and Games. ED 135 009//
- Piagetian Theory, Research and Practice: An Abstract Bibliography.** ED 135 454
- Poverty-Related Topics Found in Dissertations: A Bibliography.** ED 135 540
- Research in the Virginia Community College System, 1975-76.** ED 135 429
- Selected Bibliography of Educational Materials in Pakistan, Vol. 9, No. 3, 1975, Period Covered July-September 1975.** ED 135 689
- Selected Bibliography of Egyptian Educational Materials, Vol. 1, No. 4, 1975.** ED 135 723
- A Selected Black Reading List.** ED 134 995
- Strong Women: An Annotated Bibliography of Literature for the High School Classroom.** ED 135 675
- Test Analyses: Screening and Verification Instruments for Preschool Children. Volume I.** ED 135 856
- Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.** ED 135 206
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Library Services and Construction Act. Annual Program, 1976-1977. ED 135 351
Twenty-Ninth Annual Report of Indian Education in Eastern Oklahoma. ED 135 538
- Anomalies**
Resolution of Conflicting Claims Concerning Behavioural Objectives. ED 135 769
- Anthologies**
Human Rights: Unfolding of the American Tradition. Report No. 8403. ED 135 701
- Anti-Semitism**
The Holocaust. ED 135 728
- Anti Social Behavior**
Final Report of the Task Force on Educational Programs for Disruptive Youth. ED 135 102
Problems in Aggression: Three Case Studies. ED 135 474
- Anxiety**
A Study of the Relationship between Selected Student Variables and Speech Anxiety Encountered by Speakers in a Beginning College Speech Course. ED 135 027//
- Appalachia**
The State of the Child in Appalachia: Report of a Conference. ED 135 467
- Appalachian Kentucky**
Media Utilization by Teachers of Appalachian Kentucky. ED 135 744
- Appliance Repairing**
Metrics for Small Appliance Repair, Major Appliance Repair. ED 134 772
- Aptitude**
Aptitude Level and Performance on Intramodal and Intermodal Form Discrimination Tasks. Technical Report. ED 134 892
Differential Effects of Imagery Instructions on Pupils with Different Abilities. ED 135 815
A Note on the Importance of Studying Class Effects in Aptitude-Treatment Interactions. ED 135 806

Aptitude Tests

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: High School Norming and Standardization. Final Report.

ED 135 831

Differential Effects of Imagery Instructions on Pupils with Different Abilities.

ED 135 815

A Note on the Importance of Studying Class Effects in Aptitude-Treatment Interactions.

ED 135 806

Aptitude Treatment Interaction

Differential Effects of Imagery Instructions on Pupils with Different Abilities.

ED 135 815

A Note on the Importance of Studying Class Effects in Aptitude-Treatment Interactions.

ED 135 806

Research on Classrooms and Schools: Formulation of Questions, Design and Analysis.

ED 135 801

Arabic

Sociolinguistic Variation and Language Transfer in Phonology. Working Papers on Bilingualism, No. 12.

ED 135 235

Arabs

TEFL, Perceptions and the Arab World, with a Case Study of the University of Garyounis (Benghazi).

ED 135 257

Arithmetic

Use of Performance Models in Developing Standardized Tests.

ED 135 836

Arizona

American Indian Students and the Arizona Community College System.

ED 135 416

"If You Don't Make a Difference, Who Will?" Superintendent's Statewide Advisory Committee. Final Report-Phase I.

ED 135 090

Information Profiles of Indian Reservations in Arizona, Nevada, and Utah.

ED 135 547

Arizona (Mesa)

The Implementation of Career Education through the Mesa Center for Career Development.

ED 134 816

Arkansas

Evaluation of an Educational Program's Impact on Attitudes and Knowledge Related to Land Resource Management.

ED 135 559

Arkansas (Poinsett County)

Design and Evaluation of a Demonstration Rural Telecommunications System for Poinsett County, Arkansas.

ED 135 525

Armed Forces

Honor Codes at the Service Academies. Hearings before the Subcommittee on Manpower and Personnel of the Committee on Armed Services. United States Senate. Ninety-fourth Congress, Second Session.

ED 135 302

Perceptions of Equal Opportunity and Race Relations Among Military Personnel.

ED 135 928

Armed Services Vocational Aptitude Battery

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: High School Norming and Standardization. Final Report.

ED 135 831

Arousal Patterns

Habituation and Sensitization to Filmed Violence.

ED 134 890

Art

Towards Dance and Art: A Study of Relationships Between Two Art Forms.

ED 135 757//

Art Expression

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ED 135 757//

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Organic Chemistry Self Instructional Package 4: Alkanes-Nomenclature. ED 135 584
Organic Chemistry Self Instructional Package 5: Alkanes Preparations and Reactions. ED 135 585
Organic Chemistry Self Instructional Package 6: Stereochemistry 1. ED 135 586
Organic Chemistry Self Instructional Package 7: Alkenes-Nomenclature and Isomerism. ED 135 587
Organic Chemistry Self Instructional Package 8: Alkenes-Preparations. ED 135 588
Organic Chemistry Self Instructional Package 9: Alkenes-Reactions 1. ED 135 589
Organic Chemistry Self Instructional Package 10: Alkenes-Reactions 2. ED 135 590
Organic Chemistry Self Instructional Package 11: Stereochemistry 2. ED 135 591
Organic Chemistry Self Instructional Package 12: Alkynes. ED 135 592
Organic Chemistry Self Instructional Package 13: Dienes. ED 135 593
Organic Chemistry Self Instructional Package 14: Cyclic Compounds. ED 135 594
Organic Chemistry Self Instructional Package 15: Benzene, Aromaticity. ED 135 595
Organic Chemistry Self Instructional Package 16: Aromatic Chemistry Effect of Substituents. ED 135 596
Organic Chemistry Self Instructional Package 17: Arenes. ED 135 597
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Remediation for Auxiliary Service Students; Evaluation Period, School Year 1974-1975. ED 135 926
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- Bachelors Degrees**
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Some Issues in Rural Education: Equity, Efficiency and Employment. IIEP Seminar Paper: 24. ED 135 536
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Basic Skills: What Competencies Shall Be Measured and How? ED 135 858
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The First Year Teacher Study. ED 135 766
Staffing Patterns in Public California Community Colleges, a 1976-77 Overview. ED 135 433
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- Use of Behavior Modification with L. D. Students. ED 135 170
- Variable Differential Reinforcement of Other Behavior (VDRO): Its Effectiveness as a Modification Procedure. ED 135 472
- Behavior Development**
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- Behavior Patterns**
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- Behavior Problems**
- Emotional Problems of the Learning Disabled. ED 135 135
- Experimental Analysis of a Four-Component Procedure for Decreasing Noncompliance in a Preschool Child. ED 135 470
- A Follow-Up Study of Graduates of the Perceptual and Behavioural Special Classes. ED 135 169
- Behavior Rating Scales**
- Development of a Behavioral Affective Relationship Scale for Encounter Research. ED 134 900
- A Factor-Analytic Validity Study of the Blumberg-Amidon "Teacher Perceptions of Supervisor-Teacher Conferences" Instrument. ED 135 866
- Behavior Standards**
- Standards of Fair Play in Same- and Mixed-Age Groups of Children. ED 135 500
- Behavior Theories**
- A Study of Child Variance, Volume 1: Conceptual Models; Conceptual Project in Emotional Disturbance. ED 135 120
- Belgium**
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- Beliefs**
- Science & Religion: A Syncretic Approach. ED 134 848
- Bias**
- Modification of Children's Racial Attitudes. Final Progress Report. ED 135 882
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- Bilingual Education**
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- Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75. ED 135 923
- Bilingual Pupil Services; School Year 1974-1975. ED 135 921
- Culturally Responsive Education: A Response to LAU Remedies II. ED 135 241
- ESEA Title VII Bilingual/Bicultural Education Program; Programa de Educacion Bilingue/Bicultural 1975-1976. ED 135 823
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- Report On Bilingual Pilot Schools in New York City: A Study of a Court-Ordered Program for Pupils with English Language Difficulty. ED 135 909
- Bilingual Students**
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- Bilingual Teachers**
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- Biographies**
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- Ways to Bring a "Far Out" Subject SPACE BIOLOGY Into the Classroom. ED 135 603
- Black Community**
- Ecological Influences on Psycho-social Development of Black Children; Interim Progress Reports, Year II. ED 135 901
- A Review of the Literature Related to Family Therapy in the Black Community. ED 134 846
- Blind**
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- Blueprints**
- Metrics for Blueprint Reading. ED 134 767
- Board Administrator Relationship**
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- General Policies of the Utah State Board of Regents Governing the Utah System of Higher Education 1969-1976. ED 135 306
- Board of Foreign Scholarships**
- A Process of Global Enlightenment. International Education: Link for Human Understanding. ED 135 279
- Boards of Education**
- The Fifty State School Boards Associations. ED 135 081//
- School Board Meetings. Research Report Number 1976-2. ED 135 083//
- Body Image**
- Dimensions of Self-Concept in Preschool Children. ED 135 498
- Body Language**
- Improving the Teacher's Awareness of Nonverbal Communication in the Classroom. ED 135 777
- Bookkeeping**
- Small Business Bookkeeping, Part I. A Suggested Adult Business Education Course. ED 134 729
- Small Business Bookkeeping, Part II. A Suggested Adult Business Education Course. ED 134 730
- British Columbia (Vancouver)**
- The Vancouver Elementary Schools Area Counsellor Services and the Area Counsellor Training Program. A Study Prepared for the Vancouver School Board. Research Report No. 75-03. ED 134 883
- Broadband Communications**
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- Communications and Rural Development. ED 135 517
- Communications in Rural Areas, Office of Planning and Policy. Office of Telecommunications Policy: A Staff Research Paper. ED 135 516
- The Feasibility and Value of Broadband Communications in Rural Areas. A Preliminary Evaluation, April 1976. ED 135 515
- Intended Role of Communications in Rural Development -- Legislative Analysis. ED 135 519
- Broadcast Announcing**
- Metrics for Broadcast Announcing. ED 134 752
- Broadcast Industry**
- Action for Children's Television. ED 135 035
- Corporation for Public Broadcasting: Mission and Goals, Tasks and Responsibilities. ED 135 395
- Giants That Occasionally Roar: Broadcast Regulatory Policy in the United States. ED 135 034
- Broadcast Television**
- Giants That Occasionally Roar: Broadcast Regulatory Policy in the United States. ED 135 034
- How to Start a Public Broadcasting Station. ED 135 039
- Brookline Early Education Project**
- The Brookline Program for Infants and Their Families: The First Operational Year. ED 135 476
- Infant-Toddler Curriculum of the Brookline Early Education Project. ED 135 477
- Broward County Public Schools FL**
- Implementing Uniform Suspension Procedures in the Broward County, Florida School System. ED 135 100
- Buckley Amendment**
- The Effects of the Family Educational Rights and Privacy Act of 1974 Upon Employers' Perceived Value of Student Credentials. Educational Policy Systems. ED 134 881
- Budgeting**
- The Colorado State Budget Study: An Evaluation with Proposals for Improvement. ED 135 087
- Educators Guide for Budgeting School Equipment. First Annual Edition. ED 135 101//
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- Report on Student Services and Activity Fee Policies at Four-Year Public Institutions of Washington. A Response to House of Representatives Resolution 1976-66. Report No. 77-12. ED 135 313
- Budgets**
- Fiscal Year 1978 Operating Budget Recommendations for the Illinois Public Community College System. ED 135 418
- Trends in the Newspaper Budget. ED 134 990
- Building Operation**
- A Source Document on Custodians and Custodial Helpers. Working Note No. 1 in a Series: A Full Cost Analysis of the Operation and Maintenance of School Buildings. ED 135 119
- Building Plans**
- Estimating Space for Staff. ED 135 374
- Business**
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- Business Administration**
- Minding Your Own Small Business. Final Report. ED 134 827
- Minding Your Own Small Business. Simulation Game 1. ED 134 824
- Minding Your Own Small Business. Simulation Game 2. ED 134 825
- Minding Your Own Small Business. Teacher's Manual. ED 134 826
- Business Communication**
- Intercultural Communication Problems of American Expatriate Businessmen in Paris. ED 135 029
- Business Education**
- Developing a Model for Predicting Success in Florida Community College Business Courses for Recent High School Graduates. ED 135 441
- Minding Your Own Small Business. Final Report. ED 134 827
- Minding Your Own Small Business. Simulation Game 1. ED 134 824
- Minding Your Own Small Business. Simulation Game 2. ED 134 825
- Minding Your Own Small Business. Teacher's Manual. ED 134 826

- Small Business Bookkeeping, Part I. A Suggested Adult Business Education Course. ED 134 729
The Work of the Business and Distributive Education Department Chairman. ED 134 732
- Business Subjects**
Small Business Bookkeeping, Part I. A Suggested Adult Business Education Course. ED 134 729
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Instruction: Cable and Slow-Scan. Workshop. ED 135 372
Moving from Two-Way Cable Technology to Educational Interaction. ED 135 371
- Calculation**
A Review of Economic Multipliers for Post-Secondary Institutions with Selected Models Applied to Georgia State University. Report No. 77-5. ED 135 320
- California**
Staffing Patterns in Public California Community Colleges, a 1976-77 Overview. ED 135 433
State Administration of Bilingual Education - Si o No? ED 135 226
- California (San Jose)**
Career Development Needs of Women. Survey. ED 134 796
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Administrative Procedures for Establishing an Effective Outdoor Program for 5th Grade Students of the Houston Independent School District. ED 135 544
The Environmental Learnings Scorecard: A Behavioral Objectives Approach to Defining and Evaluating the Environmental Education Program for the Youth Conservation Corps. ED 135 652
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Social Inventions: Saskatchewan NewStart. ED 134 914
Status of Day Care in Canada 1976: A Review of the Major Findings of the National Day Care Study 1976. ED 135 488
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Canadian Books for Children. ED 135 014//
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Effect of First-Year High School Shorthand Instruction on Selected English Skills. ED 135 007//
Young Writers' Error Tendency. ED 134 987
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Financial Report, Fiscal Year Ended June 30, 1976. ED 135 415
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A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Volume I. Final Report. ED 134 835
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Extending and Expanding Vocational Experiences: Proceedings of a Mini-Conference (Frankfort, Kentucky, May 18, 1976). ED 134 702
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Lincoln Career Education Project. June, 1973-June, 1976. Final Report. ED 134 844
Meadowfair Career Needs Assessment Survey. ED 134 797
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The Tennessee Exemplary Project in Career Education. Final Report. ED 134 829
An Urban Career Education Project in the Mississippi Delta. Final Report. ED 134 828
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Minding Your Own Small Business. Final Report. ED 134 827
- Minding Your Own Small Business. Simulation Game 1. ED 134 824
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- Career Ladders**
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- Career Opportunities**
Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report. ED 134 801
- Career Planning**
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Census Figures

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Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education. Technical Report No. 9. ED 134 932

Two Faces of the Conceptual Peg Hypothesis. Technical Report No. 6. ED 134 930

Cerebral Dominance

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Verbal Processing Reaction Times in "Normal" and "Poor" Readers. ED 135 155

Certification

Counselor Certification Requirements for the Fifty States of the United States. ED 134 895

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CHARGE

CHARGE--A Simulation Game Designed to Teach Group Member Roles to Prospective Teachers--FOUND TO BE EFFECTIVE. ED 135 870

Cheating

Honor Codes at the Service Academies. Hearings before the Subcommittee on Manpower and Personnel of the Committee on Armed Services, United States Senate. Ninety-fourth Congress, Second Session. ED 135 302

Check Lists

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The Intellectually Gifted Student: His Nature and His Needs. ED 135 173

A Process for Commitment. ED 135 088

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Organic Chemistry Self Instructional Package 7: Alkenes-Nomenclature and Isomerism. ED 135 587

Organic Chemistry Self Instructional Package 8: Alkenes-Preparations. ED 135 588

Organic Chemistry Self Instructional Package 9: Alkenes-Reactions 1. ED 135 589

Organic Chemistry Self Instructional Package 10: Alkenes-Reactions 2. ED 135 590

Organic Chemistry Self Instructional Package 11: Stereochemistry 2. ED 135 591

Organic Chemistry Self Instructional Package 12: Alkynes. ED 135 592

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Child Advocacy

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A Comparison of Ipsative and Normative Procedures in the Study of Cognitive Preferences.
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The GRE and the Minority Student: A Perspective.
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- College Attendance**
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- College Bound Program**
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ED 135 919
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ED 135 919
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ED 135 918
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ED 135 916
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The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973.
ED 134 675
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ED 135 668
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Century Three: Implications for Community and Junior College Research.

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Organic Chemistry Self Instructional Package 10: Alkenes-Reactions 2.

ED 135 590

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ED 135 591

Organic Chemistry Self Instructional Package 12: Alkynes.

ED 135 592

Organic Chemistry Self Instructional Package 13: Dienes.

ED 135 593

Organic Chemistry Self Instructional Package 14: Cyclic Compounds.

ED 135 594

Organic Chemistry Self Instructional Package 15: Benzene, Aromaticity.

ED 135 595

Organic Chemistry Self Instructional Package 16: Aromatic Chemistry Effect of Substituents.

ED 135 596

Organic Chemistry Self Instructional Package 17: Arenes.

ED 135 597

Science Education and Computer Managed Instruction: The State of the Art.

ED 135 599

Social Issues in Science Curricula.

ED 135 601

What Research Says to the College Science Teacher.

ED 135 600

College Students

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ED 135 716

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ED 135 898

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ED 135 300

Blacks on White College Campuses.

ED 135 892

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ED 135 302

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ED 135 930

Para-Professional Counselor-Aides in Elementary Schools.

ED 134 860

A Rationale for a Counseling Program Designed Uniquely for International Students.

ED 134 888

Self-Grading versus External Proctoring: A Counterbalanced Comparison.

ED 135 822

The Social Bases for Illegal Behavior in the Student Community: First Year Report.

ED 134 869//

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ED 135 819

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ED 135 285

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure A. Technical Report.

ED 135 286

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure B. Review of Studies.

ED 135 287

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Con-

- gress by the Comptroller General of the United States. Enclosure C. Characteristics of Academy Students. ED 135 288
- Student Evaluation of Courses in Terms of Personal Development. ED 135 800
- The Testing and Sorting Functions of Higher Education. Institute for Research on Poverty Discussion Papers. ED 135 309
- Word Associations of Students at Predominantly White and Predominantly Black Colleges. ED 135 804
- College Supervisors**
- The University Supervisor: What Place in Academe? ED 135 748
- Colorado**
- Colorado Annual Evaluation Report. ED 135 885
- The Colorado State Budget Study: An Evaluation with Proposals for Improvement. ED 135 087
- Comparison of Language Experience Approach to Reading with a Conventional Reading Approach in Eight Summer Migrant Schools. Educational Reports: Migrant Education Research Report. ED 135 557
- Commencement Ceremonies**
- A Study of the Graduation Attendance Policy at Ocean County College. ED 135 450
- Commercial Television**
- Cognitive Processes for Evaluating the Credibility of Television Content. ED 135 329
- Giants That Occasionally Roar: Broadcast Regulatory Policy in the United States. ED 135 034
- Committees**
- An Evaluation of Curriculum Planning Processes and Products. ED 135 844
- A Process for Committeeship. ED 135 088
- Communication (Thought Transfer)**
- Communication between Doctors and Patients. ED 135 023//
- Communication Similarities and Differences of the Female and Male Legislators in the 1975 Michigan House of Representatives. ED 135 037//
- A Cross-Cultural Study of Child Discourse. ED 135 249
- Developmental Changes in Children's Inferential Explanations of Nonverbal Social Interaction. ED 134 901
- Equivocation: How Does It Affect Receiver Agreement and Recall? ED 135 019
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- Toward a Rhetoric. ED 135 032//
- Communication Problems**
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- The Influence of Proxemic Variables on Dyadic Interaction Between Peers. ED 134 876
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- Suggestions for Curriculum Development on Communication; Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides. ED 135 694
- Communication Skills**
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- Occupational Communications Skills Analysis. Final Report. ED 134 823
- The Prelinguistic Cognitive Basis of Children's Communicative Intentions. Technical Report No. 19. ED 134 940
- Project GLAD (Goal: Language Arts Development) Report. ED 134 975
- Toward a Rhetoric. ED 135 032//
- Communicative Competence (Languages)**
- Communicative Competence: Theory and Classroom Practice. ED 135 245
- Error Analysis and Selective Correction in the Adult ESL Classroom: An Experiment. ED 135 260
- Goof Analysis for ESL Teachers. ED 135 259
- Sociocultural Determinants of Symmetrical and Asymmetrical Address Forms in Spanish. ED 135 203
- Community Action**
- Building Community. ED 135 707
- Community Attitudes**
- Meadowfair Career Needs Assessment Survey. ED 134 797
- The Social Bases for Illegal Behavior in the Student Community: First Year Report. ED 134 869//
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- Community Characteristics**
- Information Profiles of Indian Reservations in Arizona, Nevada, and Utah. ED 135 547
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- Century Three: Implications for Community and Junior College Research. ED 134 740
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- Learning to Write by Writing in a Community College Remedial Composition Course. ED 134 999//
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- Evaluation of the Impact of Community Mental Health Center Consultation Services on School Systems. Volume 1. Executive Summary. ED 134 873//
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- Community Control**
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- Community Development**
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Career Education. Community Resource Center.
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ED 135 080//
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- The Young Generation's Aspirations and Orientations.**
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- Compensatory Education Programs**
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- College Bound Program; Summer 1975.**
ED 135 918
- College Discovery and Development Program; School Year, 1975-76.**
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ED 135 899
- Evaluation Report. 1974-75 Kentucky ESEA Title I Program.**
ED 135 883
- Follow Through Program Evaluation, 1975-76.**
ED 135 843
- Program Implementation and Pupil Achievement in Three Title I Projects.**
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The Impact of Open University Access in Wisconsin.
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Cognitive Complexity and Its Relationship to the Classroom Cognitive Behavior of Teachers.
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An Examination of the Validity of a Componential Analysis as a Guide to Semantic Acquisition.
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Individualized Instruction: An Alternate Composition Program.
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- Learning to Write by Writing in a Community College Remedial Composition Course.**
ED 134 999//
- Toward a Rhetoric.**
ED 135 032//
- Verbal Communications Competencies, K-6.**
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An Administrative Evaluation of a Program of Courses in English Writing Skills at An Urban Community College.
ED 134 988
- Assessing Writing Ability of ESL College Freshman.**
ED 135 247
- Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.**
ED 135 006
- Free Writing! A Group Approach. Toward a New and Simple Method of Learning and Teaching Writing.**
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- Individualized Instruction: An Alternate Composition Program.**
ED 134 994
- Mexican-American Folklore: An Approach to the Research Paper.**
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ED 134 975
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ED 135 015//
- Young Writers' Error Tendency.**
ED 134 987
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Investigating Comprehension in Real World Tasks: Understanding Jury Instructions.
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- Some Evidence of Continuing Linguistic Acquisitions in Learning Adolescents.**
ED 135 144
- Comprehensive Employment and Training Act**
The Impact of CETA on Institutional Vocational Education.
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ED 134 793
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An Analysis of the Impact of CETA, Title I. Classroom Training on Vocational and Technical Education.
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- PLATO Curricular Materials. No. 4. ED 135 379
- Science Education and Computer Managed Instruction: The State of the Art. ED 135 599
- The Series Program: One Student's Behavior. ED 135 386
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- Steps Toward a Theoretical Foundation for Complex, Knowledge-based CAI. ED 135 365
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- The Tutor Training Course: Lessons Learned. ED 135 377
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- Instant Mapping of American Regional Vocabulary. ED 135 004
- Performance Training Carrel for Electronics Principles Course. ED 135 392
- Computer Oriented Programs**
- The EUDISED Project: Present Situation, Problems and Prospects. ED 135 347
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- The Opening of Admissions: The Case of the State University of Agape System. ED 135 319
- Project SAFE: Simulating Alternative Futures in Education. ED 135 397
- Selecting and Specifying Computer Enhanced Units. Technical Report. ED 135 384
- Computer Output Microfilm**
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- Computer Programs**
- Computerized Achievement Testing Using the Simple Logistic Model. ED 135 853
- Creating Domain-Referenced Tests by Computer. ED 135 852
- The Development of a Computerized System for the Estimation of Reliability for Measurement Systems Employing Interval or Ratio Data. ED 135 854
- General Data Simulation Program. ED 135 345
- Numerical Procedures in the Optimal Grouping of Students for Instructional Purposes. Technical Report No. 399 (Parts 1 and 2). ED 135 874
- Semantic Grammar: An Engineering Technique for Constructing Natural Language Understanding Systems. ED 135 376
- The Series Program: One Student's Behavior. ED 135 386
- Computer Science**
- Microcomputer Controlled, Interactive Testing Terminal Development. ED 135 388
- Steps Toward a Theoretical Foundation for Complex, Knowledge-based CAI. ED 135 365
- Concept Formation**
- Concept Acquisition in the Human Infant. ED 135 493
- Concept Development and the Development of the God Concept in the Child: A Bibliography. ED 135 487
- Conceptions of Illness Causality in Hospitalized Children. ED 135 505
- An Initial Analysis of Concrete Operations Task Performances and Memory Variables for Children Aged 5 to 13 Years. Technical Report No. 371. ED 135 820
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- The Relationship Between the Cognitive, Conceptual, Emotional, and Perceptual-Motor Development in Disadvantaged Kindergarten. ED 135 463
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- Concept Teaching**
- Patterns for Teaching Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. ED 135 690
- Suggestions for Curriculum Development on Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 691
- Suggestions for Curriculum Development on Interdependence; Part C, 7-9 [And] Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 692
- Suggestions for Curriculum Development on Communication; Part A, K-3. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides. ED 135 693
- Suggestions for Curriculum Development on Communication; Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides. ED 135 694
- Conceptual Schemes**
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- Three Case Studies of Behavior Therapy with University Students. ED 134 917
- Conference Reports**
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- Congressional Television: Attempts to Implement Televised Coverage of the U.S. Congress. ED 135 018
- Connected Discourse**
- Sentences in Lists and in Connected Discourse. Technical Report No. 3. ED 134 927
- Connecticut**
- Financial Report, Fiscal Year Ended June 30, 1976. ED 135 415
- Proprietary Schools in Connecticut Postsecondary Education. A Report to the Connecticut Commission for Higher Education by a Resource Group on Proprietary Schools in Connecticut Postsecondary Education. ED 135 263
- Conservation (Environment)**
- Comprehensive Erosion and Sediment Control Training Program for Engineers, Architects and Planners. ED 134 672
- Comprehensive Erosion and Sediment Control Training Program for Job Superintendents and Inspectors. ED 134 684
- Staff Handbook on Natural Gas. ED 135 637
- Support for Economic Growth and Environmental Protection 1973-1975. ED 135 684
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- Consolidated Schools**
- Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation. ED 135 507

Consonants

- Testing Finnish Schoolchildren's Learning of English Consonants. Jyväskylä Contrastive Studies, No. 3.
ED 135 214

Consortia

- First Progress Report of the Vocational-Technical Education Consortium of States.
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- Second Progress and Information Report of the Vocational-Technical Education Consortium of States.
ED 134 727
- Third Progress and Information Report of the Vocational-Technical Education Consortium of States.
ED 134 681

Constitutional History

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Constitutional Law

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Consultation Programs

- Child Development Specialist Program: An Adopter's Guide, 1976.
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Consumer Protection

- To the Federal Trade Commission in the Matter of a Trade Regulation Rule on Food/Nutrition Advertising.
ED 135 456
- Improving the Consumer Protection Function in Postsecondary Education. Final Technical Report.
ED 134 845
- Postsecondary Education and "The Best Interests of the People of the States."
ED 135 266
- A Profile of Public Interest Research Groups.
ED 135 316
- Proprietary Vocational and Home Study Schools. Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438).
ED 134 790

Content Analysis

- Stereotypes, Distortions and Omissions in U.S. History Textbooks.
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Content Reading

- Physical Education and Reading: A Winning Team.
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- Science and Reading.
ED 134 923//
- Social Studies and Reading.
ED 134 922//
- Teaching Reading Skills in the Community College Class Room.
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Context Clues

- Content Attended to in Evaluating Television's Credibility.
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- The Effect of Previous Context on Reading Individual Words. Technical Report No. 20.
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Continuing Education Units

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Continuous Learning

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Convergent Discriminant Matrices

- The Convergent-Discriminant Matrix: Multitrait-Multimethod Logic Extended to Other Social Research Decisions.
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Cooperative Education

- Cooperative Work Experience. An Annotated Resource Guide.
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- Industrial Work Experience I. Curriculum Guide. General Related Study Units.
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- Towards Excellence in Elementary Education; A Program for Improving the Professional Growth Opportunities for Elementary Teaching Personnel.
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Cooperative Planning

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- First Progress Report of the Vocational-Technical Education Consortium of States.
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ED 135 263

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ED 134 719

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ED 134 681

Cooperative Programs

- Cooperative Projects among Colleges and Universities.
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- Lincoln Career Education Project. June, 1973-June, 1976. Final Report.
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- Metrics for Theatrical Costuming. ED 134 755
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Metrics for Dental Assistants. ED 134 757
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Communication and Cultural Domination. ED 135 024//
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Metrics for Diesel Mechanics. ED 134 785
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Metrics for Dietetic Technicians. ED 134 758
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PLATO IV Terminal Peripheral Devices. ED 135 378
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The Work of the Business and Distributive Education Department Chairman. ED 134 732
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Degrees Conferred, Kentucky Colleges and Universities 1976. ED 135 312
The Questionable Value of the Master's Degree in Sociology for the Ph.D.-Pursuing Student. ED 135 708
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Students Enrolled for Advanced Degrees, Fall 1973. ED 135 324
The Study of Higher Education. Off Campus Doctoral Degree Programs and Evaluating Educational Benefits. ED 135 282
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Description and Evaluation, ECI/URRD Pilot Program for Dropouts. Followup Study, ECI/URRD Pilot Program for Dropouts. ED 135 880
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Priority: Development and Implementation of Effective Techniques for Follow-Up of Dropouts at Post-Secondary Levels. Final Report. ED 134 716
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Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure A. Technical Report. ED 135 286
Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure B. Review of Studies. ED 135 287
Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure C. Characteristics of Academy Students. ED 135 288
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Alternatives to Suspension. ED 135 114//
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- Etymology**
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- Evaluation**
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A System for Describing and Evaluating Criterion-Referenced Tests. ED 135 840
- Evaluation Criteria**
Assessing Faculty's Community Service. ED 135 301
Facilities Study Report to the Board of Education. Phase I. ED 135 092
- Industrial Development: Citizen's Workbook for Assessing Economic and Public Finance Impacts. ED 135 542
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- Evaluation Methods**
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- Evaluative Thinking**
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- Examiners**
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- Expenditures**
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Faculty Development

- Assessing Faculty's Community Service. ED 135 301

Faculty Evaluation

- An Operational Systems Approach Toward the Evaluation of Library School Faculty: The Fried Transdisciplinary Model of Technological and Social Organization Applied to the Academic Institution's Policies and Practices Related to Faculty Performance and Working Environment. ED 135 335
- Student Evaluation of College Teaching Behaviors (SECTB) Instrument: An Investigation of Factor Structure Stability. ED 134 868
- The University Supervisor: What Place in Academe? ED 135 748
- A Validation Study of the Faculty Evaluative Criteria at Florida Technological University. ED 135 828

Faculty Workload

- Assessing Faculty's Community Service. ED 135 301

Failure Factors

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- Lonely Parents: Observations by Public Health Nurses of Alienation in Child Abuse. ED 134 894
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Fathers

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Federal Government

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Federal Regulation and Higher Education. ER-IC/Higher Education Research Report Number 1. ED 135 323

Federal Regulatory Policies, Their Implications and Effects on Rural Communications. ED 135 526

The Federal Role in Educational R & D. ED 135 913

Options for Federal Role with Regard to Advanced Telecommunications Systems and Services. ED 135 527

Scientific Progress, the Universities, and the Federal Government. Statement by the President's Science Advisory Committee. ED 135 291

The Triad is Not Alive or Well. ED 135 265

Federal Legislation

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Title IX and Physical Education: A Compliance Overview. ED 135 455

Title IX Grievance Procedures: An Introductory Manual. ED 135 790

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Federal Programs ED 135 791

Federal Programs

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The National Endowment for the Arts Theatre Program: An Historical Analysis. ED 135 036//

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Selected Federal Programs Which Provide Services Relating to Child Care. ED 135 455

Study Design and Analysis Plan. A Review of State Oversight in Postsecondary Education. ED 135 262

Federal Regulation

Federal Regulation and Higher Education. ER-IC/Higher Education Research Report Number 1. ED 135 323

Federal Service Academies

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. ED 135 285

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure A. Technical Report. ED 135 286

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure B. Review of Studies. ED 135 287

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Federal State Relationship

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Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-Up for Selected Target Groups. Final Report.

ED 134 717

Remedial Services for Eligible Nonpublic School Pupils: Clinical and Guidance Component. School Year 1974-1975.

ED 135 927

School-Based Placement and Follow-Up Services: Equal Opportunity Provider.

ED 134 715

Guidance Services

Remedial Services for Eligible Nonpublic School Pupils: Clinical and Guidance Component. School Year 1974-1975.

ED 135 927

Guidelines

Assessing Faculty's Community Service.

ED 135 301

Community/Schools and Interagency Programs: A Guide.

ED 135 043//

Educators Guide for Budgeting School Equipment. First Annual Edition.

ED 135 101//

Guidelines for Conducting an Inventory of State Data Sources for Health Planners. Health Planning Methods and Technology Series No. 5.

ED 135 787

A Guide to Questionnaire Development. Working Paper No. 33.

ED 135 825

Minimum Standards for Work Experience and Study Programs.

ED 135 177

A Process for Committeeship.

ED 135 088

Standards for Reference Service at the University of Michigan--Dearborn Library.

ED 135 409

Transcribing without Tears: A Guide to Transcribing and Editing Oral History Interviews.

ED 135 702

Guides

Child Development Specialist Program: An Adopter's Guide, 1976.

ED 135 489

Handbook on Examinations: Elementary, Secondary and Continuing Education.

ED 135 833

Industrial Development: Citizen's Workbook for Assessing Economic and Public Finance Impacts.

ED 135 542

Sports Finances in Small Texas High Schools: Statistical Measures to Serve as Athletic Budget-Making Guidelines and Evaluation Criteria.

ED 135 564

Habit Formation

Habituation and Sensitization to Filmed Violence.

- Habituation**
 Concept Acquisition in the Human Infant. ED 134 890
 Perception of Invariance Over Perspective Transformations in Five Month Old Infants. ED 135 493
- Handedness**
 Absence of Lateral Dominance and Handedness in Children with Minimal Brain Dysfunction. ED 135 161
- Handicap Detection**
 Test Analyses: Screening and Verification Instruments for Preschool Children. Volume I. ED 135 856
- Handicapped**
 A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition. ED 134 679
 Rehabilitation of the Handicapped Programs, 1976. Hearings before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, Second Session on Oversight Hearings on Rehabilitation of the Handicapped Programs and the Implementation of Same by Agencies under the Rehabilitation Act of 1973. Part 1. February 20, 23, 24, 26; March 30, 1976. ED 134 687
- Handicapped Children**
 Affective Behavior in Preschool Children. Final Report. ED 135 162
 Affective Development in the Normal and Handicapped Preschool Child. Summary Report. Review and Recommendations. ED 135 163
 With Bias Toward None; Non-biased Assessment of Minority Group Children. ED 135 906
 Due Process in Special Education: Legal Perspectives - The State of the States, P.L. 94-142 and Systems Design. ED 135 166
 Goal Attainment Follow-up at a Preschool Diagnostic Center. ED 135 863
 H.R. 585: A Bill to Amend the Internal Revenue Code of 1954 to Permit a Taxpayer to Deduct Certain Expenses Paid by Him for Special Education Furnished to a Child or Other Minor Dependent Who Is Physically or Mentally Handicapped. 95th Congress, 1st Session, January 4, 1977. ED 135 178
 H.R. 998: A Bill to Provide That Local Educational Agencies Shall Not Receive Federal Financial Assistance Unless They Provide Educational Services to All Handicapped Children at Levels of Expenditure at Least Equal to Expenditures for Other Children. ED 135 159
 H.R. 1986: A Bill to Amend the Education of the Handicapped Act to Provide Tutorial and Related Instructional Services for Homebound Children Through the Employment of College Students, Particularly Veterans, and Other Students Who Themselves are Handicapped. ED 135 181
 Individualized Health Incentive Program Modules for Physically Disabled Students in Grades Kindergarten Through Twelve. ED 135 793
 Inservice Training for Professional Educators: A Case Study of a Program Implemented in the Region Served by the Merrimack Education Center. ED 135 189
 Minimum Standards for Work Experience and Study Programs. ED 135 177
 A Practicum-Based Teacher Training Program for Preschool Handicapped Children. Final Report. ED 135 191
 A Study of the Students and Programs Supported by General Fund Grants to School Districts for the Special Education of Handicapped Children. Summary Report. ED 135 179

A Study of the Students and Programs Supported by General Fund Grants to School Districts for the Special Education of Handicapped Children. Final Report. ED 135 180

Work Evaluation Materials of the Sarasota County Vocational Technical School Evaluation Program. ED 135 185

Handicapped Students

With Bias Toward None; Non-biased Assessment of Minority Group Children. ED 135 906

Career Placement by Work Sampling for the Handicapped 1976. A Research Report. ED 134 865

Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped. ED 134 806

Mainstream Education: Focus on Individualization. ED 135 116

A Replication Handbook for Learning Disabilities and the Institutionalized Adult. (A 309 Project for Staff Development of Adult Basic Education Personnel in Iowa.) ED 134 709

S.O.S.: Success Oriented Service. ED 134 809

Hard of Hearing

Comprehension of Double-Object Constructions by Hard-of-Hearing Subjects. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2., No. 1. ED 135 251

Hard to Employ

Training the Hard-to-Employ in Job-Required Behavioral Skills: Group Counseling Materials. ED 134 859//

Hawaii

The Chinese in Hawaii: An Annotated Bibliography. Hawaii Series No. 4. ED 135 877//

Survey of 1975-76 Graduates: Community Colleges. Student Flow Project, Report No. 22. ED 135 448

Hawaiians

The Chinese in Hawaii: An Annotated Bibliography. Hawaii Series No. 4. ED 135 877//

Health

Guidelines for Conducting an Inventory of State Data Sources for Health Planners. Health Planning Methods and Technology Series No. 5. ED 135 787

A Statistical Portrait of the American Indian in 1976. A Report for the Intra-Departmental Council on Indian Affairs, DHEW, Concerning Current Directions in Employment, Income, Education, and Health Care for the One Million American Indians in the United States. ED 135 556

Health Education

Concepts and Convictions. ED 135 753

Individualized Health Incentive Program Modules for Physically Disabled Students in Grades Kindergarten Through Twelve. ED 135 793

Issues in Primary Prevention in Substance Abuse. A Statement. ED 134 919

Vital Issues. ED 135 755

Health Guides

Nutrition Training Guide for Classroom Personnel in Head Start Programs. ED 135 497

Health Needs

Report and Recommendations of the Southern Rural Health Conference (Nashville, Tennessee, October 10-12, 1976). ED 135 568

Health Occupations

Proceedings of the International Conference on Women in Health (Washington, D. C., June 16-18, 1975). Health Manpower References. ED 134 794

Health Occupations Education

Articulation for Allied Health. Final Report. Omnibus Dissemination Project. ED 134 820

Health Professions Schools. Selected Enrollment Data 1970-71/1977-78. ED 135 311

Health Personnel

Continuing Education in Management for Health Care Personnel. A Second Opinion. ED 134 692//

Effects of Brief Training in Sex Counseling on the Attitudes and Behaviors of Health Professionals. ED 134 887

Proceedings of the International Conference on Women in Health (Washington, D. C., June 16-18, 1975). Health Manpower References. ED 134 794

Health Planning

Guidelines for Conducting an Inventory of State Data Sources for Health Planners. Health Planning Methods and Technology Series No. 5. ED 135 787

Health Programs

The Brookline Program for Infants and Their Families: The First Operational Year. ED 135 476

The Third Year of the Brookline Early Education Project. ED 135 477

Health Services

Continuing Education in Management for Health Care Personnel. A Second Opinion. ED 134 692//

Helping Eliminate Early Learning Disabilities

Helping Eliminate Early Learning Disabilities (HEELD). An Adopter's Guide. ED 135 172

Helping Relationship

Aspects of In-Service Education in England. ED 135 749

Assessing Perceived Needs for Training Preservice Teachers, Inservice Teachers and Other Educational Personnel in Cooperative Teaching Centers. ED 135 779

Communicating Test Results: A Training Guide. Final Report. ED 134 853//

Creative Imagery in Marital Counseling: An Outgrowth of Adlerian Concepts. ED 134 898

A Critique of: Charles Garvin, "Ethnic Analysis and Social Work Intervention." ED 134 847

Three Case Studies of Behavior Therapy with University Students. ED 134 917

Hierarchical Analysis

Illustrative Examples of the Development and Interpretation of Hierarchical Tests in the Field of Learning Disabilities. ED 135 145

High Achievers

Aptitude Level and Performance on Intramodal and Intermodal Form Discrimination Tasks. Technical Report. ED 134 892

Higher Education

Academic Degrees Conferred 1974-1975. Public and Independent Colleges and Universities in Indiana. ED 135 270

Additional Selected Papers from the Annual Conference of the National Association for Environmental Education (5th, Atlanta, Georgia, April 1976). ED 135 666

The Administration of American Colleges and Universities. ED 135 314

Choice or Chance. Planning for Independent College Marketing and Retention. Report on the Admissions and Retention Phase of Northwest Area Foundation's Independent College Program 1973-1975. ED 135 289

COED Transactions, Vol. 8, No. 10, October 1976. The Computer Generation of Thermodynamic Phase Diagrams.

ED 135 613//

Comments on "The Financial State of Higher Education: A Special Report."

ED 135 321

Cooperative Projects among Colleges and Universities.

ED 135 293

Current Issues in Environmental Education - II: Selected Papers From the Fifth Annual Conference of the National Association for Environmental Education.

ED 135 665

The Development and Use of an Energy Environment Assessment Instrument.

ED 135 664

Development of College/Industry Partnerships.

ED 135 610

A Directory of Projects and Programs in Environmental Education. Fourth Edition.

ED 135 669

Directory of Transportation Education.

ED 135 668

Eighteenth Biennial Report--Part II. Fiscal Year Ending June 30, 1976.

ED 135 305

Federal Regulation and Higher Education. ERIC/Higher Education Research Report Number 1.

ED 135 323

Finding Solutions to Environmental Problems: A Process Guide.

ED 135 650

Fortifying Higher Education: A Story of College Self Studies.

ED 135 292

General Policies of the Utah State Board of Regents Governing the Utah System of Higher Education 1969-1976.

ED 135 306

Graduate Science and Engineering Enrollment Up Only 1 Percent in 1976. Science Resources Studies Highlights, February 4, 1977.

ED 135 657

Guaranteed Student Loan Amendments of 1976. Ninety-fourth Congress, Second Session. Report No. 94-1232.

ED 135 264

ICCB Summary Review of the IBHE Fall 1975 Space Survey.

ED 135 417

Illusions and Realities of Managing for Planned Change.

ED 135 304

The Impact of Regional Accrediting Agencies upon Libraries in Postsecondary Education.

ED 135 337

The Institutionalization of Planning and Data Processing in University Administration.

ED 135 277

An Introduction to Marine Education, A Course for Preservice Science Teachers.

ED 135 644

Lifetime Distribution of Education, Work and Leisure: Research, Speculations and Policy Implications of Changing Life Patterns.

ED 135 268

The Moton Guide to American Colleges with a Black Heritage 1976-77.

ED 135 290

New York State Programs of Postsecondary Opportunity, 1973-1974; Comments and Recommendations of the Regents and Staff Analysis.

ED 135 930

The Opening of Admissions: The Case of the State University of Agape System.

ED 135 319

Open Learning Systems. A Report of the NAEB to the National Institute of Education.

ED 135 367

PLATO Curricular Materials. No. 4.

ED 135 379

Postsecondary Education and "The Best Interests of the People of the States."

ED 135 266

Prediction, Performance, and Promise: Perspective on Time-Shortened Degree Programs.

ED 135 303

Proceedings of a Conference to Develop a Rationale for Higher Education for Deaf-Blind Persons.

ED 135 193

A Process of Global Enlightenment. International Education: Link for Human Understanding.

ED 135 279

Regionalism and State University of New York, 1972-76.

ED 135 267

A Review of Research Related to Environmental Education, 1973-1976.

ED 135 647

Science Education and Computer Managed Instruction: The State of the Art.

ED 135 599

Science Education News, June 1976.

ED 135 604

Science Education News, September 1976.

ED 135 605

Science, Technology, and Society: A Guide to the Field. Directory of Teaching, Research, and Resources in the U.S.

ED 135 640

The Strong-Campbell's AOR Scale and Academic Achievement in College.

ED 135 819

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States.

ED 135 285

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure A. Technical Report.

ED 135 286

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure B. Review of Studies.

ED 135 287

Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure C. Characteristics of Academy Students.

ED 135 288

Student Enrollment Report. West Virginia Institutions of Higher Education. First Semester 1976-77.

ED 135 298

Student Evaluation of Courses in Terms of Personal Development.

ED 135 800

Student Rights, Decisionmaking, and the Law. Report No. 10

ED 135 269

The Study of Higher Education. Off Campus Doctoral Degree Programs and Evaluating Educational Benefits.

ED 135 282

Survey of the Social, Political, and Educational Perspectives of American College and University Faculty. Final Report. 2 Volumes.

ED 135 278

The Testing and Sorting Functions of Higher Education. Institute for Research on Poverty Discussion Papers.

ED 135 309

Title IX Grievance Procedures: An Introductory Manual.

ED 135 296

Training Programme for University Management in the United States.

ED 135 276

The Triad is not Alive or Well.

ED 135 265

What Research Says to the College Science Teacher.

ED 135 600

Wisdom or Waste? College as a Training Ground for Jobs.

ED 135 274

Higher Education Act

Guaranteed Student Loan Amendments of 1976. Ninety-fourth Congress, Second Session. Report No. 94-1232.

ED 135 264

High Interest Low Vocabulary Books

Gateways to Readable Books. Fifth Edition.

ED 134 961//

High School Curriculum

Industrial Work Experience I. Curriculum Guide. General Related Study Units.

ED 134 722

Minding Your Own Small Business. Teacher's Manual.

ED 134 826

High School Equivalency Programs

Remediation for Auxiliary Service Students; Evaluation Period, School Year 1974-1975.

ED 135 926

High School Graduates

Developing a Model for Predicting Success in Florida Community College Business Courses for Recent High School Graduates.

ED 135 441

High Schools

Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75.

ED 135 923

The College Bound Program; Evaluation Period, School Year 1974-1975.

ED 135 919

Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1973 Classes.

ED 135 553

Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1975 Classes.

ED 135 554

High School Students

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: High School Norming and Standardization. Final Report.

ED 135 831

Bilingual Program in Auxiliary Services for High Schools; School Year 1975-76.

ED 135 922

College Discovery and Development Program; School Year, 1975-76.

ED 135 916

College Discovery and Development Program; School Year 1974-75.

ED 135 917

A Comparison of Ipsative and Normative Procedures in the Study of Cognitive Preferences.

ED 135 875

The Group Guidance Program: A Group Career Guidance and Job Placement Program for High School Youth (Volume 3--Workshop Training Manual).

ED 134 870//

A National Study of Adolescent Drinking Behavior, Attitudes and Correlates. Final Report.

ED 134 854//

Remediation for Auxiliary Service Students; Evaluation Period, School Year 1974-1975.

ED 135 926

Skills Remediation in Reading; School Year 1974-75.

ED 135 924

Historical Reviews

A Study of Child Variance, Volume 3: The Future; Conceptual Project in Emotional Disturbance.

ED 135 122

Vital Issues.

ED 135 755

History

Memories of a Bloomer Girl.

ED 135 754

Rural Sociology in Poland.

ED 135 578

The Young Rural Generation in the Polish People's Republic: Autobiographies, Personalities, Things and Events, Biography and History.

ED 135 511//

History Instruction

History Teaching/Learning and the Communications Revolution.

ED 135 679

A Study Guide for Constitutions in Effect in New York.

ED 135 687

History Textbooks

Stereotypes, Distortions and Omissions in U.S. History Textbooks.

ED 135 905

Homebound Children

- H.R. 1986: A Bill to Amend the Education of the Handicapped Act to Provide Tutorial and Related Instructional Services for Homebound Children Through the Employment of College Students, Particularly Veterans, and Other Students Who Themselves are Handicapped.
ED 135 181

Home Health Aides

- Metrics for Homemaker and Health Aides.
ED 134 765

Home Instruction

- H.R. 1986: A Bill to Amend the Education of the Handicapped Act to Provide Tutorial and Related Instructional Services for Homebound Children Through the Employment of College Students, Particularly Veterans, and Other Students Who Themselves are Handicapped.
ED 135 181
- Moving from Two-Way Cable Technology to Educational Interaction.
ED 135 371

Homemaking Education

- Tips on Consumerism. Ideas for Instructors of Consumer-Homemaking Programs. Home Economics Education.
ED 134 738

Homemaking Skills

- Metrics for Homemaker and Health Aides.
ED 134 765

Home Programs

- Houston Parent-Child Development Center. Final Report.
ED 135 459

Home Visits

- Infant-Toddler Curriculum of the Brookline Early Education Project.
ED 135 475

Homogeneous Grouping

- Numerical Procedures in the Optimal Grouping of Students for Instructional Purposes. Technical Report No. 399 (Parts I and 2).
ED 135 874

Honor Codes

- Honor Codes at the Service Academies. Hearings before the Subcommittee on Manpower and Personnel of the Committee on Armed Services. United States Senate. Ninety-fourth Congress, Second Session.
ED 135 302

Hospitalized Children

- Conceptions of Illness Causality in Hospitalized Children.
ED 135 505

House Plan

- Project ORDER: Organization for Responsibility, Dependability, Education and Reality. Evaluation Report 1974-75.
ED 135 065
- Project ORDER: Organization for Responsibility, Dependability, Education and Reality.
ED 135 066

Houston Independent School District TX

- Administrative Procedures for Establishing an Effective Outdoor Program for 5th Grade Students of the Houston Independent School District.
ED 135 544

Houston Parent Child Development Center

- Houston Parent-Child Development Center. Final Report.
ED 135 459

H R 998 (95th Cong 1st Sess)

- H.R. 998: A Bill to Provide That Local Educational Agencies Shall Not Receive Federal Financial Assistance Unless They Provide Educational Services to All Handicapped Children at Levels of Expenditure at Least Equal to Expenditures for Other Children.
ED 135 159

Hudson Public Schools OH

- Pre-School Conference: A New Approach to Discipline.
ED 135 095

Human Dignity

- The Institute Papers: Towards a Recovery of Civic Idealism.

Human Engineering

- 'Buildings in Use' Study. Functional Factors.
ED 135 108

Human Geography

- What Is Inner Asia? Teaching Aids for the Study of Inner Asia, No. 1.
ED 135 724

Humanistic Education

- Humanistic Studies: Academic and Cultural Enrichment Project, Title III/IV Public Schools of the District of Columbia. Addendum to the Evaluation Final Report 1975-1976.
ED 135 722
- Oklahoma Affective Education: A Resource Guide.
ED 135 712
- Suggestions for Curriculum Development on Communication; Part A, K-3. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides.
ED 135 693
- Suggestions for Curriculum Development on Communication; Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides.
ED 135 694

Humanities

- The Holocaust.
ED 135 728

Humanities Instruction

- Humanistic Studies: Academic and Cultural Enrichment Project, Title III/IV Public Schools of the District of Columbia. Addendum to the Evaluation Final Report 1975-1976.
ED 135 722
- Program Need Assessment Survey for the Proposed Program in Modern Studies.
ED 135 308

Human Relations

- The Human Relations Code: Teacher Certification Guidelines.
ED 135 778

Human Resources

- Education and Human Resources Research at Rand.
ED 134 807
- Occupational Employment Projections for Program Planning Purposes: Issues and Examples. Proceedings of a National Workshop-Conference (TWA Breech Training Academy, Overland Park, Kansas, July 10-11, 1975).
ED 134 841
- Why Families Move: A Model of the Geographic Mobility of Married Couples.
ED 135 697

Human Services

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ED 135 523

Hyperactivity

- The Assessment and Modification of Hyperkinesis: A Review of Programmatic Research at Texas Tech University.
ED 135 127
- How Many Children in District 4J are Receiving Medication for "Hyperactivity"?
ED 135 175

Hypothesis Testing

- The Consequences of Model Misidentification in the Interrupted Time-Series Experiment.
ED 135 859
- Growth Curve Analysis.
ED 135 860

Identification

- Calcasieu Parish Spark Program for Upper Elementary and Secondary Gifted/Talented Students: Guidelines and Curriculum.
ED 135 188
- Helping Eliminate Early Learning Disabilities (HEELD). An Adopter's Guide.
ED 135 172
- The Intellectually Gifted Student: His Nature and His Needs.
ED 135 173
- The Saint Giles LD Identification Project.
ED 135 136

Identification (Psychological)

- Adolescent Identity Process and Patterns of Family Interaction.
ED 134 861
- Ethnicity and Identity in Northeastern Oklahoma.
ED 135 576
- Relationships Among Animal Identifications, Learning Preferences, Reading, and Reading Related Abilities.
ED 134 945

Illinois

- The 1973 Reform of the Illinois General Purpose Grant-in-Aid: An Evaluation After Three Years.
ED 135 867
- Abstract of the ACT Class Profile for 1975-76 Freshmen Enrolled in Illinois Public Community Colleges. Research Report #11.
ED 135 446
- Faculty and Administrative Salaries in the Public Community Colleges of Illinois 1976-77. Data and Characteristics Volume V, Number 7.
ED 135 421
- Fiscal Year 1978 Operating Budget Recommendations for the Illinois Public Community College System.
ED 135 418
- ICCB Summary Review of the IBHE Fall 1975 Space Survey.
ED 135 417
- Illinois Community College Board Statewide Master Plan for Community Colleges; RAMP/CC: 1977.
ED 135 447
- Recent Population Changes in Illinois. Community Resource Development (CRD)-2.
ED 135 563
- The Roads They Made: Women in Illinois History.
ED 135 699
- State Community College Systems in Illinois and Tennessee: Historical, Philosophical, Legal and Financial Elements.
ED 135 442
- Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1975, Second Term FY1976, and Fall 1976. Data and Characteristics Volume IV Number 1 [and] Volume V Number 2.
ED 135 423

Illinois (Chicago)

- Proceeding Under Title VI of the Civil Rights Act of 1964: Initial Decision in the Matter of Chicago Public School District #299 and Illinois Office of Education and City of Chicago, Illinois; Docket No. S-120. Administrative Proceedings in the Department of Health, Education and Welfare, National Science Foundation, Department of Housing and Urban Development.
ED 135 931

Illiteracy

- The Operational Seminar: A Pioneering Method of Training for Development. Educational Studies and Documents No. 20.
ED 134 674

Imagery

- Creative Imagery in Marital Counseling: An Outgrowth of Adlerian Concepts.
ED 134 898
- Differential Effects of Imagery Instructions on Pupils with Different Abilities.
ED 135 815

Imitation

- Generalized Effects of Modeled Self-Reinforcement Training. Final Report.
ED 135 466
- Learning by Imitation in Infants and Young Children. Final Report.
ED 135 462

Immersion Programs

- Teachers' Priorities in Correcting Learners' Errors in French Immersion Classes. Working Papers on Bilingualism, No. 12.
ED 135 232

Immigrants

- Diwang Pilipino; Pilipino Consciousness.
ED 135 912//
- Handbook for Teachers of Vietnamese Students.
ED 135 881

232 Subject Index

Incentive Systems

- Implementing Behavior Modification
Procedures in an Elementary School: Problems
and Issues. ED 135 762

Incidence

- How Many Children in District 4J are Receiving
Medication for "Hyperactivity"? ED 135 175

Income

- 1975-76 Program Cost Analysis for Florida
Schools. Statistical Report. Series 77-09. ED 135 104
The Effects of Education on Occupational
Status and Earnings. Institute for Research on
Poverty Discussion Papers. ED 135 893
Poverty Status of Families Under Alternative
Definitions of Income; Background Paper No.
17. ED 135 903
A Review of Economic Multipliers for Post-
Secondary Institutions with Selected Models
Applied to Georgia State University. Report
No. 77-5. ED 135 320
A Statistical Portrait of the American Indian in
1976. A Report for the Intra-Departmental
Council on Indian Affairs, DHEW, Concerning
Current Directions in Employment, Income,
Education, and Health Care for the One Mil-
lion American Indians in the United States.
ED 135 556
Trends in the Newspaper Budget. ED 134 990

Independent Study

- External Degree Programs: Some Critical Issues
for Higher Education. ED 135 294
Organic Chemistry Self Instructional Package
1: Review of General Chemistry. ED 135 581
Organic Chemistry Self Instructional Package
2: Methane. ED 135 582
Organic Chemistry Self Instructional Package
3: Alkanes-Homologous Series and Isomerism.
ED 135 583
Organic Chemistry Self Instructional Package
4: Alkanes-Nomenclature. ED 135 584
Organic Chemistry Self Instructional Package
5: Alkanes Preparations and Reactions. ED 135 585
Organic Chemistry Self Instructional Package
6: Stereochemistry 1. ED 135 586
Organic Chemistry Self Instructional Package
7: Alkenes-Nomenclature and Isomerism. ED 135 587
Organic Chemistry Self Instructional Package
8: Alkenes-Preparations. ED 135 588
Organic Chemistry Self Instructional Package
9: Alkenes-Reactions 1. ED 135 589
Organic Chemistry Self Instructional Package
10: Alkenes-Reactions 2. ED 135 590
Organic Chemistry Self Instructional Package
11: Stereochemistry 2. ED 135 591
Organic Chemistry Self Instructional Package
12: Alkynes. ED 135 592
Organic Chemistry Self Instructional Package
13: Dienes. ED 135 593
Organic Chemistry Self Instructional Package
14: Cyclic Compounds. ED 135 594
Organic Chemistry Self Instructional Package
15: Benzene, Aromaticity. ED 135 595
Organic Chemistry Self Instructional Package
16: Aromatic Chemistry Effect of Substituents.
ED 135 596
Organic Chemistry Self Instructional Package
17: Arenes. ED 135 597
A Survey of Occupational Licensing and Cer-
tification Procedures. ED 134 691

Indexes (Locators)

- A Directory of Rural Organizations.

India

- Research in Science & Mathematics Education.
ED 135 638

Indiana

- Academic Degrees Conferred 1974-1975.
Public and Independent Colleges and Universi-
ties in Indiana. ED 135 270
Academic Program Inventory 1975. Public and
Independent Colleges and Universities in Indi-
ana. ED 135 272
Economic Indicators for Postsecondary Educa-
tion in Indiana 1976. ED 135 271
Implementation of a State-Wide Guidance Pro-
gram with Emphasis on Counseling, Placement,
and Follow-Up for Selected Target Groups.
Final Report. ED 134 717
Project SAVE, Student Action for Valuing the
Environment. ED 135 648

Indicators

- Statistical Indicators of Scientific and Technical
Communication (1960-1980) Volume II: A
Research Report. ED 135 336
Statistical Indicators of Scientific and Technical
Communication (1960-1980) Volume I: A
Summary Report. ED 135 340

Individual Characteristics

- Creek Nation Census: A Socio-Economic Sur-
vey of Selected Household and Individual
Characteristics, June 1976. ED 135 539
Proctor Personality Characteristics and Effec-
tiveness in a PSI Course. ED 135 750
Self-Concept, Other Concept, and Attained
Second Language Proficiency. Lektos: Inter-
disciplinary Working Papers in Language
Sciences, Special Issue. ED 135 228

Individual Development

- Assessing Perceived Needs for Training Preser-
vice Teachers, Inservice Teachers and Other
Educational Personnel in Cooperative Teaching
Centers. ED 135 779
Mainstream Education: Focus on Individualiza-
tion. ED 135 116
Student Evaluation of Courses in Terms of Per-
sonal Development. ED 135 800

Individual Differences

- A "Difference" Inventory: Construction, Sup-
porting Data, Implications. ED 134 950
Persuasiveness as a Function of Intraindividual
Consistency on Several Issues. ED 134 877

Individual Instruction

- The New York Times Information Bank in an
Academic Environment and a Computer-
Assisted Tutorial for its Non-Specialist Users.
ED 135 373

Individualized Instruction

- A Definitional Field Study of Decision Making
in IGE/MUS-E Schools. Technical Report No.
377. ED 135 054
Individualized Instruction: An Alternate Com-
position Program. ED 134 994
Numerical Procedures in the Optimal Grouping
of Students for Instructional Purposes. Techni-
cal Report No. 399 (Parts I and 2). ED 135 874
Self-Grading versus External Proctoring: A
Counterbalanced Comparison. ED 135 822
The Social Structure of School and Reform: A
Case Study of IGE/S. Technical Report No.
400. ED 135 053
When Pretesting Becomes Diagnosis: Making
Individualized Instruction More Personal. ED 135 380

- Winnequah School Case Study: An In-
dividualization Alternative for Secondary
Reform. Technical Report No. 403. ED 135 052

Individualized Programs

- City College Advisory Workshop; 1974-1975.
ED 135 920
Individualized Instruction: An Alternate Com-
position Program. ED 134 994

Individually Guided Education

- A Definitional Field Study of Decision Making
in IGE/MUS-E Schools. Technical Report No.
377. ED 135 054
The Implementation of IGE and Related
Home-School-Community Relations Programs
and Activities: Seven Case Studies. Theoretical
Paper No. 64. ED 135 097

Individual Needs

- The Aspirations of Young Migrant Workers in
Western Europe. Educational Studies and
Documents No. 21. ED 134 673

Individual Power

- Lonely Parents: Observations by Public Health
Nurses of Alienation in Child Abuse. ED 134 894

Individual Psychology

- Creative Imagery in Marital Counseling: An
Outgrowth of Adlerian Concepts. ED 134 898
Three Case Studies of Behavior Therapy with
University Students. ED 134 917

Individual Tests

- Microcomputer Controlled, Interactive Testing
Terminal Development. ED 135 388

Indochinese

- English Pronunciation Exercises for Speakers
of Vietnamese. Adult Education Series No. 7.
Indochinese Refugee Education Guides. ED 135 244
Handbook for Teachers of Vietnamese Stu-
dents. ED 135 881
Manual for Indochinese Refugee Education
1976-1977. ED 135 236

Industrial Arts

- Career Exploration/Industrial Arts (Student
Managed Learning). An Adopter's Guide
Referenced in "Promising Practices in Oregon
Education, 1975." ED 134 699
A Curriculum Guide for Industrial Arts Activi-
ties for Children with Emotional Problems. ED 134 677
Development of Instructional Materials for In-
dustrial Arts Education in North Dakota. Final
Report. Research Series No. 47. ED 134 822
Industrial Arts in the Junior High School: Pur-
poses, Objectives, Observable Behaviors. A
Guide for Teachers of the Maryland Plan for
Industrial Arts. ED 134 788
Industrial Arts Power Mechanics. Applying
Scientific Principles to Power, Energy, Force.
Instructional Units. ED 134 698
Metrication of Technical Career Education.
Final Report. Volume I. ED 134 830
Metrication of Technical Career Education.
Final Report. Volume II. ED 134 831

Industrial Education

- Engine Lathe Operator. Instructor's Guide.
Part of Single-Tool Skills Program Series.
Machine Industries Occupations. ED 134 734
Surface Grinder Operator. Instructor's Guide.
Part of Single-Tool Skills Program. Machine In-
dustries Occupations. ED 134 735

Industrialization

- Rural Social Change in Poland. ED 135 510

Industry

Development of College/Industry Partnerships.
ED 135 610

Industrial Development: Citizen's Workbook for Assessing Economic and Public Finance Impacts.
ED 135 542

Rural Industrial Development Bibliography. Selected Impact Study Documents. Working Paper RID 75.1, January 1975.
ED 135 571

Vocational Education in Alabama. A Survey of the Opinions of Business and Industry. Evaluation Series Report Number 2, 1976.
ED 134 718

Infant Behavior

Age-Related Changes in the Relationship Between Visual Stimulus Intensity and Directional Finger Movements in Infants.
ED 135 504

Concept Acquisition in the Human Infant.
ED 135 493

Learning by Imitation in Infants and Young Children. Final Report.
ED 135 462

Perception of Invariance Over Perspective Transformations in Five Month Old Infants.
ED 135 499

Infants

Age-Related Changes in the Relationship Between Visual Stimulus Intensity and Directional Finger Movements in Infants.
ED 135 504

The Brookline Program for Infants and Their Families: The First Operational Year.
ED 135 476

Concept Acquisition in the Human Infant.
ED 135 493

The Family Development Research Program: With Emphasis on the Children's Center Curriculum.
ED 135 484

Infant-Toddler Curriculum of the Brookline Early Education Project.
ED 135 475

Learning by Imitation in Infants and Young Children. Final Report.
ED 135 462

Mothers of "Secure" Vs. "Insecure" Babies Differ Themselves Nine Months Later.
ED 135 495

Perception of Invariance Over Perspective Transformations in Five Month Old Infants.
ED 135 499

Information Centers

City College Advisory Workshop; 1974-1975.
ED 135 920

The Mechanized Information Center. Third Annual Report, February 1, 1973- January 31, 1974.
ED 135 328

Information Dissemination

Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report.
ED 134 801

Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: The Omnibus Dissemination Program.
ED 135 404

Inservice Training for Professional Educators: A Case Study of a Program Implemented in the Region Served by the Merrimack Education Center.
ED 135 189

National Information Policy. Report to the President of the United States.
ED 135 350

Scientific and Technical Information: Options for National Action.
ED 135 385

Statistical Indicators of Scientific and Technical Communication (1960-1980) Volume II: A Research Report.
ED 135 336

Statistical Indicators of Scientific and Technical Communication (1960-1980) Volume I: A Summary Report.
ED 135 340

Wisconsin Radio and Television Agricultural Market News Programming. Wisconsin Agricultural Extension Service Research Report No. R2615, April 1974.
ED 135 528

Information Needs

The Educational Information Market Study. Study of Information Requirements in Education.
ED 135 411

National Information Policy. Report to the President of the United States.
ED 135 350

Information Networks

The EUDISED Project: Present Situation, Problems and Prospects.
ED 135 347

The Opening of Admissions: The Case of the State University of Agape System.
ED 135 319

Project NOLA: Annual Narrative Report. 1976. LSCA Title I Project No. I-16R-75.
ED 135 407

Information Processing

Accretion, Tuning and Restructuring: Three Modes of Learning. Report No. 7602.
ED 134 902

Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: The Omnibus Dissemination Program.
ED 135 404

The Mechanized Information Center. Third Annual Report, February 1, 1973- January 31, 1974.
ED 135 328

Information Retrieval

Cost Recovery in Pricing and Capacity Decisions for Automated Information Systems. Final Report.
ED 135 382

The Mechanized Information Center. Third Annual Report, February 1, 1973- January 31, 1974.
ED 135 328

Quest for a Computerised Semantics.
ED 135 204

Report and Guidelines on Improving the Retrieval of Product Information from ERIC. Final Report.
ED 135 326

Information Science

National Commission on New Technological Users of Copyrighted Works Meeting Number Eight (Los Angeles, California, September 16-17, 1976). Vol. 1 and 2.
ED 135 339

Information Services

The Educational Information Market Study. Study of Information Requirements in Education.
ED 135 411

NEXUS; Final Report to the Fund for the Improvement of Postsecondary Education.
ED 135 344

Survey of Education Information Service Sites. Study of Information Requirements in Education.
ED 135 410

Information Sources

Guidelines for Conducting an Inventory of State Data Sources for Health Planners. Health Planning Methods and Technology Series No. 5.
ED 135 787

Industrial Development: Citizen's Workbook for Assessing Economic and Public Finance Impacts.
ED 135 542

Library Service for the Spanish-Speaking User: Source Guide for Librarians.
ED 135 400

Media Utilization by Teachers of Appalachian Kentucky.
ED 135 744

Who Produces What in Educational Research and Development?
ED 135 773

Information Storage

The Mechanized Information Center. Third Annual Report, February 1, 1973- January 31, 1974.
ED 135 328

Information Systems

Development of a Plan for Providing Career Information for Handicapped Students. An Analysis of Occupational Descriptions for the Handicapped. Final Report.
ED 134 791

Implementing An Occupational Information System. Final Report.
ED 134 787

Labor Market Information for Youths.
ED 134 708

National Commission on New Technological Users of Copyrighted Works Meeting Number Eight (Los Angeles, California, September 16-17, 1976). Vol. 1 and 2.
ED 135 339

NEXUS; Final Report to the Fund for the Improvement of Postsecondary Education.
ED 135 344

A Psychosocial Data System for Children's Community Mental Health Services.
ED 134 879

Who Produces What in Educational Research and Development?
ED 135 773

Information Theory

Equivocation: How Does It Affect Receiver Agreement and Recall?
ED 135 019

A General Paradigm for Public Relations Research.
ED 134 992

Information Utilization

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.
ED 134 843

The Implementation of Career Education through the Mesa Center for Career Development.
ED 134 816

National Information Policy. Report to the President of the United States.
ED 135 350

Input Output Analysis

Report and Guidelines on Improving the Retrieval of Product Information from ERIC. Final Report.
ED 135 326

Input Output Devices

PLATO IV Terminal Peripheral Devices.
ED 135 378

Inquiry Training

History Teaching/Learning and the Communications Revolution.
ED 135 679

Perspectives on Problem Solving: Person versus Paradigm.
ED 135 758

Inservice Education

Dynamic Changes toward Humanistic Education: The Giles Continuity Model for Teacher Inservice Training.
ED 135 128

The Efficacy of Part-Time Consultants to Support Curriculum Dissemination.
ED 135 655

Inservice Training Program for Teachers and Aides of Deaf-Blind Children, Summer, 1975. Proceedings.
ED 135 199

Kindergarten Science Project.
ED 135 662

Preservice Programs for Educational Personnel Going Into Rural Schools.
ED 135 506

The Science Curriculum Improvement Study: (SCIS) Works in N.C.
ED 135 663

Inservice Programs

The Group Guidance Program: A Group Career Guidance and Job Placement Program for High School Youth (Volume 3-Workshop Training Manual).
ED 134 870//

234 Subject Index

- Implementing Uniform Suspension Procedures in the Broward County, Florida School System. ED 135 100
Staff Development. The Best of ERIC, Number 26. ED 135 067
Teacher Education in Reading at the School District Level. ED 134 955
The Use of Teacher Evaluation to Improve Instruction. ED 135 775
- Inservice Teacher Education**
The Alabama Learning Resource Center--Some Perspectives. ED 135 381
Aspects of In-Service Education in England. ED 135 749
Baseline Data for Teacher Education. Final Report. ED 134 686
A Comparison of the Effect of Self Evaluation Lessons and Increased Content of the Prompting Module on Teacher Interactions with Handicapped Readers During Oral Reading. Final Report 11.3. ED 135 160
Dynamic Changes toward Humanistic Education: The Giles Continuity Model for Teacher Inservice Training. ED 135 128
Elementary Science Curriculum Implementation: As It Was and As It Should Be. ED 135 639
Experiencing Conceptual Growth Through Studying Teaching and Learning. ED 135 764
From Inservice to Implementation: The Integrated Language Arts Curriculum for Middle School Level Students. ED 135 763
Inservice Training for Professional Educators: A Case Study of a Program Implemented in the Region Served by the Merrimack Education Center. ED 135 189
Preinstructional Strategies and Learning Outcome of Teachers in a Series of Health Education Workshops. ED 135 792
Program Models. State Task Force on Educational Programs for Disruptive Youth. ED 135 115
Reading Improvement Through Teacher Education. Final Fourth-Year Report; Report Number 7703. ED 135 871
School, Community and Parent Involvement in Development of Competency-Based Teacher Education and Inservice in Learning Disabilities. ED 135 148
Science Education News, June 1976. ED 135 604
The Societal Future and Teaching. ED 135 752
South Carolina First Grade Pilot Project 1975-76: The Effects of Class Size on Reading and Mathematics Achievement. Office of Research Report Series Volume 1/Number 26. ED 135 072
Special Study Institute for Teachers of Deaf-Blind Multihandicapped Children. ED 135 195
Staff Development Programs in Reading in North Carolina from 1965 to 1974. ED 134 960//
Systems Approach to In-Service Education. ED 135 737
Teacher Education in Reading at the School District Level. ED 134 955
Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials. ED 135 677
- Inspection**
Comprehensive Erosion and Sediment Control Training Program for Job Superintendents and Inspectors. ED 134 684
Primary School Inspection in Nigeria. The Organisation and Staffing of the Primary School Inspectorate: Case Studies - 2. IIEP Research Report: 12. ED 135 049
Primary School Inspection in Pakistan. The Organisation and Staffing of the Primary School Inspectorate: Case Studies - 3. IIEP Research Report: 13. ED 135 050
Primary School Inspection in Peru. The Organisation and Staffing of the Primary School Inspectorate: Case Studies - 4. IIEP Research Report: 14. ED 135 051
- Institutes (Training Programs)**
Proceedings of the Personnel Evaluation Institute (Eastern Illinois University, Charleston, October 24-26, 1975). ED 135 364
- Institutional Administration**
Choice or Chance. Planning for Independent College Marketing and Retention. Report on the Admissions and Retention Phase of Northwest Area Foundation's Independent College Program 1973-1975. ED 135 289
Illusions and Realities of Managing for Planned Change. ED 135 304
The Institutionalization of Planning and Data Processing in University Administration. ED 135 277
- Institutional Environment**
Managing Multidisciplinarity: Building and Bridging Epistemologies in Educational R&D. ED 135 760
- Institutional Research**
Fortifying Higher Education: A Story of College Self Studies. ED 135 292
Research in the Virginia Community College System, 1975-76. ED 135 429
Status Survey of Institutional Research--Ohio's Two-Year Campuses. ED 135 444
- Institutional Role**
Rural Education in Bangladesh - Problems and Prospects. IIEP Seminar Paper: 23. ED 135 535
Scientific Progress, the Universities, and the Federal Government. Statement by the President's Science Advisory Committee. ED 135 291
The Testing and Sorting Functions of Higher Education. Institute for Research on Poverty Discussion Papers. ED 135 309
- Institutions**
Science, Technology, and Society: A Guide to the Field. Directory of Teaching, Research, and Resources in the U.S. ED 135 640
- Instruction**
The Development and Use of an Energy Environment Assessment Instrument. ED 135 664
The Effect of Intensive Instruction in Hypothesis Generation Upon Hypothesis Forming and Questioning Behaviors of Ninth Grade Students. ED 135 661
The Effects of Instruction in Science Process Skills on Reading Comprehension of Pre- and In-Service Elementary Teachers. ED 135 660
Elementary Functions, Teacher's Commentary, Unit 22. Revised Edition. ED 135 630
Facts of Life and Living for a Metric Tomorrow Today. Paper presented at the International Conference on Metric Education (4th, New Orleans, Louisiana, January 22, 1977). ED 135 642
First Course in Algebra, Teacher's Commentary, Part I, Unit 11. ED 135 619
First Course in Algebra, Teacher's Commentary, Part II, Unit 12. ED 135 620
Geometry, Teacher's Commentary, Part I, Unit 15. Revised Edition. ED 135 623
Geometry, Teacher's Commentary, Part II, Unit 16. Revised Edition. ED 135 624
IN-ED, Volume 1, No. 1, January 1974. ED 135 614
- IN-ED, Volumes 4 and 5, Nos. 6 and 7, February and March 1976. ED 135 615
Intermediate Mathematics, Teacher's Commentary, Part I, Unit 19. ED 135 627
Intermediate Mathematics, Teacher's Commentary, Part II, Unit 20. ED 135 628
Introduction to Matrix Algebra, Teacher's Commentary, Unit 24. ED 135 632
Research in Science & Mathematics Education. ED 135 638
Research Sections, Annual Meeting of the National Council of Teachers of Mathematics (55th, Cincinnati, Ohio, April 20-23, 1977). Mathematics Education Reports. ED 135 670
The Role of the Laboratory in Science Teaching. Technical Report 10. ED 135 606
Science Education and Computer Managed Instruction: The State of the Art. ED 135 599
What Research Says to the College Science Teacher. ED 135 600
Zooroom City: An "Action" Centered Museum in the Classroom. ED 135 641
- Instructional Aids**
TESL Reporter, Vol. 10, No. 1. ED 135 217
- Instructional Design**
Perspectives on Problem Solving: Person versus Paradigm. ED 135 758
Preinstructional Strategies and Learning Outcome of Teachers in a Series of Health Education Workshops. ED 135 792
Resolution of Conflicting Claims Concerning Behavioural Objectives. ED 135 769
So What's Different? Student Achievement and Attitude Results from Instructional Development Projects. ED 135 402
The Tutor Training Course: Lessons Learned. ED 135 377
- Instructional Films**
1976 Multi-Media Evaluation Report. ED 135 390
- Instructional Improvement**
Systems Approach to Evaluation. ED 135 736
Systems Approach to In-Service Education. ED 135 737
The Use of Teacher Evaluation to Improve Instruction. ED 135 775
- Instructional Innovation**
Individualizing Social Studies Through Simulation Gaming. ED 135 743
- Instructional Materials**
Affective Behavior in Preschool Children. Final Report. ED 135 162
Affective Development in the Normal and Handicapped Preschool Child. Summary Report. Review and Recommendations. ED 135 163
A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition. ED 134 679
Calcasieu Parish Spark Program for Primary Gifted/Talented Students: Guidelines and Curriculum. ED 135 187
COED Transactions, Vol. 8, No. 10, October 1976. The Computer Generation of Thermodynamic Phase Diagrams. ED 135 613//
Data Management & Decision Making. Technical Report No. 14. ED 135 058
A Directory of Projects and Programs in Environmental Education. Fourth Edition. ED 135 669

Educational Materials that Work. ET Handbook No. 331.

ED 134 739

Eighth Grade Marine Science; Resource Units.

ED 135 659

Elementary Functions, Student's Text, Unit 21.

ED 135 629

First Course in Algebra, Student's Text, Part I, Unit 9.

ED 135 617

First Course in Algebra, Student's Text, Part II, Unit 10.

ED 135 618

Geometry, Student's Text, Part II, Unit 14.

ED 135 622

Geometry, Student's Text, Part I, Unit 13. Revised Edition.

ED 135 621

Historical Antecedents and Contemporary Trends in Literacy and Readability Research in the Navy.

ED 134 968

Intermediate Mathematics, Student's Text, Part I, Unit 17.

ED 135 625

Intermediate Mathematics, Student's Text, Part II, Unit 18.

ED 135 626

Introduction to Matrix Algebra, Student's Text, Unit 23.

ED 135 631

Investigating Your Environment: Teaching Materials for Environmental Education.

ED 135 656

Metrication of Technical Career Education. Final Report. Volume I.

ED 134 830

Metrication of Technical Career Education. Final Report. Volume II.

ED 134 831

Metric Conversion in Vocational Education. Final Report. Volume I of Two Volumes.

ED 134 839

Metric Conversion in Vocational Education. Final Report. Volume II of Two Volumes.

ED 134 840

PLATO Curricular Materials. No. 4.

ED 135 379

A Resource Directory of Selected Consumer Education Materials for Grades K-8. Resource Materials.

ED 135 721

Resources for Creative Teaching in Early Childhood Education.

ED 135 482//

A Survey and Analysis of Military Computer-Based Training Systems: A Two Part Study. Volume I: A Survey and Annotated Bibliography of Authoring Aids for Instructional Systems Development.

ED 135 401

Teachers' Guide to Curriculum Kit for Understanding Chinese Americans.

ED 135 878

Teaching Children How to Think: Synthesis, Interpretation and Evaluation of Research and Development on Creative Problem Solving.

ED 135 889

Whole Earth Design.

ED 135 649

Writing a Foreign Language Course: One Project Team's Experience. ELT Documents (76/2).

ED 135 212

Instructional Materials Centers

The Alabama Learning Resource Center--Some Perspectives.

ED 135 381

Suggested Aid for Organization and Record Keeping in a Learning Center.

ED 134 944

Instructional Media

How College Professors Use Media Services.

ED 135 361

A Humanistic Approach to Quality in Media. Workpapers in Teaching English as a Second Language, Vol. 10.

ED 135 205

The Media As an Instructional Aid with the Deaf-Blind. Proceedings.

ED 135 198

Media Utilization by Teachers of Appalachian Kentucky.

ED 135 744

School Media Specialist Certification.

ED 135 383

Shortwave Radio and the Foreign Language Classroom.

ED 135 215

Teaching Introductory Chemistry with Videocassette Presentations.

ED 135 362

Instructional Programs

Hardware and Software Considerations in Computer Based Course Management. Technical Report No. 4.

ED 134 928

Studies in Continuing Education for Rehabilitation Counselors. Report No. 3, October 1971.

ED 134 850//

Instructional Systems

Redesign of Education: Media and the Learner in the 70's. Summary Report of the Lake Okoboji Educational Media Leadership Conference (16th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1970).

ED 135 355

Systems Approach. Summary Report of the Lake Okoboji Educational Media Leadership Conference (13th, Iowa Lakeside Laboratory, Milford, Iowa, August 20-24, 1967).

ED 135 353

Instructional Technology

1984--Less Than A Decade Away. Summary Report of the Lake Okoboji Educational Media Leadership Conference (21st Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-23, 1975).

ED 135 359

Accountability and the Media Professional. Summary Report of the Lake Okoboji Educational Media Leadership Conference (17th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 22-27, 1971).

ED 135 356

Curricula-Media Dialogue for Meeting Changing Community Needs. Summary Report of the Lake Okoboji Educational Media Leadership Conference (15th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-22, 1969).

ED 135 354

Instructional Technology: Issues and Concerns. Summary Report of the Lake Okoboji Educational Media Leadership Conference (20th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 11-16, 1974).

ED 135 358

Leadership Development for the Media Profession. Summary Report of the Lake Okoboji Educational Media Leadership Conference (18th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 13-18, 1972).

ED 135 357

Redesign of Education: Media and the Learner in the 70's. Summary Report of the Lake Okoboji Educational Media Leadership Conference (16th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1970).

ED 135 355

Systems Approach. Summary Report of the Lake Okoboji Educational Media Leadership Conference (13th, Iowa Lakeside Laboratory, Milford, Iowa, August 20-24, 1967).

ED 135 353

Visual Literacy--The Last Word. Summary Report of the Lake Okoboji Educational Media Leadership Conference (22nd Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1976).

ED 135 360

Integrated Activities

Managing Multidisciplinarity: Building and Bridging Epistemologies in Educational R&D.

ED 135 760

Integrated Curriculum

From Inservice to Implementation: The Integrated Language Arts Curriculum for Middle School Level Students.

ED 135 763

Integration Effects

The Black Child's Self-Concept Within the School Context.

ED 135 740

Comparative Self-Esteem of Blacks and Whites in Segregated and Integrated Dyads. Technical Report No. 73-1.

ED 134 856//

Presentation on School Desegregation and White Flight.

ED 135 894

Integration Litigation

Education, Social Science, and the Judicial Process: An International Symposium.

ED 135 703

Integration Methods

Mediation: A Transferable Process for the Prevention and Resolution of Racial Conflict in Public Secondary Schools. A Partial Case Study with Analysis.

ED 134 867

Integration Studies

The Desegregation Literature: A Critical Appraisal.

ED 135 890

Integrity

Persuasiveness as a Function of Intraindividual Consistency on Several Issues.

ED 134 877

Intellectual Development

Two Operations in Class Inclusion: Part-Whole Comparisons and Hierarchical Classification.

ED 134 904

Intelligence

An Examination of the Relationship Between Memory and Higher Thought Processes Using a Sample of Fifth Grade Children. Technical Report No. 378.

ED 135 821

Intelligence Tests

Effects of Testing Style on Language Scores of Four-Year-Old Low-Income "Control" Children in Intervention Projects.

ED 135 485

Interaction

Differential Effects of Imagery Instructions on Pupils with Different Abilities.

ED 135 815

Male-Female Conversational Interaction Cues: Using Data from Dialect Surveys.

ED 135 216

A Note on the Importance of Studying Class Effects in Aptitude-Treatment Interactions.

ED 135 806

Interaction Process Analysis

Adolescent Identity Process and Patterns of Family Interaction.

ED 134 861

Approaches to the Analysis of Learner-Task Interactions and Some Implications for the Study of Pedagogical Processes. Project YP, Report No. 7.

ED 135 814

Children's Interactions in Open Versus Traditional Settings.

ED 135 468

A Description of Teacher-Student Interaction from a Developmental Perspective.

ED 135 033//

Effects of Perceived Attractiveness and Sex-Role Interests on Interpersonal Attraction.

ED 134 896

Evaluation of Preschool Programs.

ED 135 481

Group Interaction Analysis for Improvement of Classroom Discussion.

ED 135 745

Improving the Teacher's Awareness of Nonverbal Communication in the Classroom.

ED 135 777

The Influence of Proxemic Variables on Dyadic Interaction Between Peers.

ED 134 876

Instructional Quality as a Function of Locale, Grade, and Subject.

ED 135 771

Learning by Imitation in Infants and Young Children. Final Report.

ED 135 462

Learning the Classroom Environment: An Ecological Analysis of Induction Into Teaching.

ED 135 782

A Methodology for Observation of the Childbirth Environment.

ED 135 502

Observational Data on the Psychological Experience of Childbirth.

ED 135 503

236 Subject Index

- Story Repetition and Early Language Development. Final Report. ED 135 486
- Interagency Cooperation**
The Colorado State Budget Study: An Evaluation with Proposals for Improvement. ED 135 087
Community/Schools and Interagency Programs: A Guide. ED 135 043//
- Interagency Coordination**
Education for Rural Development: Some Implications for Planning. IIEP Seminar Paper: 20. ED 135 532
- Interagency Planning**
The Educational Information Market Study. Study of Information Requirements in Education. ED 135 411
Survey of Education Information Service Sites. Study of Information Requirements in Education. ED 135 410
- Intercultural Communication**
Frontiers in Communication Curriculum: Intercultural Communication. ED 135 026
Intercultural Communication Problems of American Expatriate Businessmen in Paris. ED 135 029
- Intercultural Programs**
Frontiers in Communication Curriculum: Intercultural Communication. ED 135 026
- Interdependence**
Patterns for Teaching Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. ED 135 690
Suggestions for Curriculum Development on Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 691
Suggestions for Curriculum Development on Interdependence; Part C, 7-9 [And] Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 692
Techniques and Materials for Global Studies: Groton Follow-up Conference. ED 135 715
- Interdisciplinary Approach**
An Evaluation of Unified Science and Mathematics for Elementary Schools (USMES) During the 1973-74 School Year. ED 135 861
The Georgetown Adolescent Intervention Team: Tri-State Technical Assistance and Training Project. ED 135 165
Humanistic Studies: Academic and Cultural Enrichment Project, Title III/IV Public Schools of the District of Columbia. Addendum to the Evaluation Final Report 1975-1976. ED 135 722
Interdisciplinary Aspects of Bilingual Education. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 1. ED 135 252
Interdisciplinary Teaching in the Human Sciences at the Senior Level of the 9-Year Comprehensive School in Sweden. Educational and Psychological Interactions, No. 56. ED 135 720
An Interprofessional Problem-Solving Approach for Specific Learning Disabilities: Clinical, Medical, Educational. ED 135 126
Managing Multidisciplinarity: Building and Bridging Epistemologies in Educational R&D. ED 135 760
Rural People and Rural Economic Development. IIEP Seminar Paper: 21. ED 135 533
Social Issues in Science Curricula. ED 135 601
Student Effects of an Interdisciplinary Curriculum for Real Problem Solving: The 1974-75 USMES Evaluation. Final Report. ED 135 864
- Interest Scales**
Career Education Interest Inventory Assessment. Final Report. ED 135 830
The Strong-Campbell's AOR Scale and Academic Achievement in College. ED 135 819
- Interest Tests**
Career Education Interest Inventory Assessment. Final Report. ED 135 830
Construct Validity of Four Vocational Interest Factors. ED 135 845
- Interference (Language Learning)**
Sociolinguistic Variation and Language Transfer in Phonology. Working Papers on Bilingualism, No. 12. ED 135 235
Testing Finnish Schoolchildren's Learning of English Consonants. Jyväskylä Contrastive Studies, No. 3. ED 135 214
- Interinstitutional Cooperation**
A Base for Building Professional Competence: The Fort Worth Teacher Center. ED 135 747
Cooperative Projects among Colleges and Universities. ED 135 293
The First Year Teacher: Perceived Needs, Intervention Strategies and Results. ED 135 768
Regionalism and State University of New York, 1972-76. ED 135 267
Trends, Issues, and Policies for Graduate and Professional Education in Michigan. ED 135 307
A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report. ED 134 703
Two Hour Vocational Classes at the Laurel County Area Vocational School. Final Report. ED 134 701
- Interior Design**
Metrics for Interior Design Assistants. ED 134 766
- Interlanguage**
Describing the Transitional Dialects of Second Language Learners. ED 135 246
- Interlibrary Loans**
Project NOLA: Annual Narrative Report. 1976. LSCA Title I Project No. 1-16R-75. ED 135 407
- International Education**
Council of Europe News-Letter 3/76. ED 135 607
Proceedings of an International Conference on Expanding Dimensions of World Education (Hacettepe University, Ankara, Turkey, June 21-24, 1976). ED 135 710
Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1). ED 135 310
Some Problems in Planning Adult Education. No. 59. The Fundamentals of Educational Planning: Lecture, Discussion Series. ED 134 741
- International Educational Exchange**
Dialogue and Training. 1975. ED 134 723
The EUDISED Project: Present Situation, Problems and Prospects. ED 135 347
A Process of Global Enlightenment. International Education: Link for Human Understanding. ED 135 279
The Role of Physical Education and Sport in the Education of Youth in the Context of Lifelong Education. Final Report. ED 135 732
- International Organizations**
Revised Recommendation Concerning Technical and Vocational Education. ED 134 680
- International Programs**
Dialogue and Training. 1975. ED 134 723
Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1). ED 135 310
- International Relations**
Communication and Cultural Domination. ED 135 024//
Foreign Area Research Support Within Organized Research Centers at Selected Universities, FY 1972 and 1976. Higher Education Panel Reports, Number 32. ED 135 297
Intercultural Communication Problems of American Expatriate Businessmen in Paris. ED 135 029
World Disarmament Kit. ED 135 718
- International Studies**
Foreign Area Research Support Within Organized Research Centers at Selected Universities, FY 1972 and 1976. Higher Education Panel Reports, Number 32. ED 135 297
The Role of Physical Education and Sport in the Education of Youth in the Context of Lifelong Education. ED 135 731
- Internship Programs**
Development of a Policy Manual for Student Internship in the Media Communication Science Department at Trenton State College. Educational Policy Systems. ED 135 396
Program to Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part F - Report on Design and Evaluation of Internship Experiences. ED 135 811
- Interpersonal Attraction**
Effects of Perceived Attractiveness and Sex-Role Interests on Interpersonal Attraction. ED 134 896
- Interpersonal Relationship**
Communication between Doctors and Patients. ED 135 023//
Effects of Perceived Attractiveness and Sex-Role Interests on Interpersonal Attraction. ED 134 896
The Influence of Proxemic Variables on Dyadic Interaction Between Peers. ED 134 876
- Interpretive Skills**
Accretion, Tuning and Restructuring: Three Modes of Learning. Report No. 7602. ED 134 902
Developmental Changes in Children's Inferential Explanations of Nonverbal Social Interaction. ED 134 901
- Interprofessional Relationship**
Managing Multidisciplinarity: Building and Bridging Epistemologies in Educational R&D. ED 135 760
- Interrupted Time Series**
The Consequences of Model Misidentification in the Interrupted Time-Series Experiment. ED 135 859
- Interstate Programs**
Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Final Evaluation, 1975-76 Program Year. ED 135 508
The Founding of the Western Interstate Library Coordinating Organization: A Narrative Final Report on the Project "Initiating the Design and Development of a Western Interstate Bibliographic Network."

Intervention

Alive...Aware...A Person: A Developmental Model for Early Childhood Services with Special Definition for Visually Impaired Children and Their Parents. (Includes Addendum I: Assessment Activities and Achievement Criteria). ED 135 183

Consultation Skills Development: A Participative Case Analysis. Monograph Series, Vol. 1, No. 6. ED 135 017

A Critique of: Charles Garvin, "Ethnic Analysis and Social Work Intervention." ED 134 847

The Georgetown Adolescent Intervention Team: Tri-State Technical Assistance and Training Project. ED 135 165

Helping Eliminate Early Learning Disabilities (HEELD). An Adopter's Guide. ED 135 172

Mediation: A Transferable Process for the Prevention and Resolution of Racial Conflict in Public Secondary Schools. A Partial Case Study with Analysis. ED 134 867

School Performance as a Function of Early Stimulation. Final Report. ED 135 469

The Social Structure of School and Reform: A Case Study of IGE/S. Technical Report No. 400. ED 135 053

The State of the Child in Appalachia: Report of a Conference. ED 135 467

A Study of Child Variance, Volume 2: Interventions; Conceptual Project in Emotional Disturbance. ED 135 121

Winnequah School Case Study: An Individualization Alternative for Secondary Reform. Technical Report No. 403. ED 135 052

Interviews

Male-Female Conversational Interaction Cues: Using Data from Dialect Surveys. ED 135 216

Ipsative Measurement

A Comparison of Ipsative and Normative Procedures in the Study of Cognitive Preferences. ED 135 875

Italy

The Introduction of New Elements of Knowledge into Upper Secondary Education in Italy, 1971-1975. Education and Culture. ED 135 696

Item Analysis

Optimum Range of Difficulty for Linking Items. ED 135 802

Item Banks

Creating Domain-Referenced Tests by Computer. ED 135 852

Item Sampling

The Use of PBIB Designs in Educational Evaluation. ED 135 834

Jensen (Arthur R)

An Examination of the Relationship Between Memory and Higher Thought Processes Using a Sample of Fifth Grade Children. Technical Report No. 378. ED 135 821

Jews

The Holocaust. ED 135 728

Job Analysis

An Analysis of Tasks Performed by District Supervisors of Trade & Industrial Education in Alabama. ED 134 813

Choice of Aspects for Describing Work in Educational Planning. Didakometry. No. 51, August 1976. ED 134 683

Job Application

Back to Work Workshop for Women. A Suggested Course of Study Designed for Public School Adult Education Programs. ED 134 737

Job Corps

Educational Materials that Work. ET Handbook No. 331. ED 134 739

Job Development

A Guide to Developing a Job Sharing Project. ED 134 798

Paralegals: A Resource for Public Defenders and Correctional Services. Prescriptive Package. ED 134 695

Job Placement

The Alpine Project (A Test of Three Techniques for Assisting Chronically Unemployable Older Workers). Final Report. ED 134 872//

The Group Guidance Program: A Group Career Guidance and Job Placement Program for High School Youth (Volume 3--Workshop Training Manual). ED 134 870//

Identification of Effective Concepts and Practices in Placement and Follow-Up Services and Incorporation into Pre and/or Inservice Training of Local Personnel to Implement Local Placement and Follow-Up Efforts. Technical Report. ED 134 804

Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-Up for Selected Target Groups. Final Report. ED 134 717

School-Based Placement and Follow-Up Services: Equal Opportunity Provider. ED 134 715

Western Computer Assisted Placement Service. Final Technical Report. ED 134 832

Western Computer Assisted Placement Service. Job Placement Manual. ED 134 833

Job Satisfaction

Early Career Alienation and Socioeconomic Attainments of a Rural Population. Final Report. ED 134 851//

Faculty Satisfaction-Dissatisfaction and Management by Objectives for Results. ED 135 436

The First Year Teacher Study. ED 135 766

The Relationship Between Quality of Employment and Job Satisfaction Among Black and White Workers. ED 134 889

Job Search Methods

Back to Work Workshop for Women. A Suggested Course of Study Designed for Public School Adult Education Programs. ED 134 737

Job Sharing

A Guide to Developing a Job Sharing Project. ED 134 798

Job Skills

Determining Performance Levels of Competencies for Job Entry for Medical Assistants. Final Report. ED 134 834

Development of a Plan for Providing Career Information for Handicapped Students. An Analysis of Occupational Descriptions for the Handicapped. Final Report. ED 134 791

Food Service: Production and Service. ED 134 697

Minding Your Own Small Business. Teacher's Manual. ED 134 826

Physician Assistant. Curriculum Resource Document. Volume I: Role Delineation. Final Report. ED 134 815

Real Estate Appraising. A Suggested Adult Education Course. ED 134 728

Teaching Job Required Behaviors Via the Systematic Use of Prescribed Group Counseling Interventions: The Program and Its Operational Feasibility. ED 134 871//

Training the Hard-to-Employ in Job-Required Behavioral Skills: Group Counseling Materials. ED 134 859//

Job Training

To Amend Certain Federal Statutes to Enhance the Effectiveness of Job Training Programs in Penal Institutions. Hearing before the Subcommittee on Labor Standards of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session. ED 134 810

The Evaluation of Vocational Training. Report of a Seminar (University of Manchester, United Kingdom, January 1975). ED 134 690

Maximizing Your Training Efficiency: The Application of Behavioral Principles to Job Training (Workbook). ED 134 907//

People's Need for Additional Job Training: Procedure for Assessment. ED 134 724

People's Need for Additional Job Training: Development and Evaluation of an Assessment Procedure. ED 134 725

Title XX and CETA. A Coordination Guide for Title XX Administrators. ED 134 713

Johnson O Malley Act

Twenty-Ninth Annual Report of Indian Education in Eastern Oklahoma. ED 135 538

Junior Colleges

Abstract of the ACT Class Profile for 1975-76 Freshmen Enrolled in Illinois Public Community Colleges. Research Report #11. ED 135 446

American Indian Students and the Arizona Community College System. ED 135 416

An Assessment of the Management Development Needs of De Anza College Administrators. ED 135 432

Century Three: Implications for Community and Junior College Research. ED 134 740

Developing a Model for Predicting Success in Florida Community College Business Courses for Recent High School Graduates. ED 135 441

The Effect External Agencies and Groups Have on the Operation of Central Florida Community College. ED 135 426

The Effects of a Community Service-Oriented Curriculum on Alienation, Perceived Student Role and Course Satisfaction in Community College Students. ED 135 431

Evaluating Educational Outcomes at Delhi--1964-1970. Report #1: Evaluation of Questionnaires Mailed to 1966-1970 Graduates. ED 135 413

An Evaluation of Individualized Instructional Units Using the Bayesian Theorem in Two-year Technical Institutes Designated as Developing Institutions. ED 135 439

Faculty and Administrative Salaries in the Public Community Colleges of Illinois 1976-77. Data and Characteristics Volume V, Number 7. ED 135 421

Faculty Satisfaction-Dissatisfaction and Management by Objectives for Results. ED 135 436

Financial Report, Fiscal Year Ended June 30, 1976. ED 135 415

Fiscal Year 1978 Operating Budget Recommendations for the Illinois Public Community College System. ED 135 418

A Follow-Up Study: How Do Basic Skills Students Compare With Non-Basic Skills Students in Some of Their Subsequent College Courses? ED 135 435

Grade Distributions: Community Colleges, Fall 1976. ED 135 435

- ED 135 437
The ICCB MIS Facility Inventory & Utilization Users Handbook.
- ED 135 419
ICCB MIS Faculty and Staff Utilization Users Handbook.
- ED 135 420
ICCB Summary Review of the IBH⁵ Fall 1975 Space Survey.
- ED 135 417
Illinois Community College Board Statewide Master Plan for Community Colleges; RAMP/CC: 1977.
- ED 135 447
Management by Objectives; Measurable and Currently Unmeasurable Institutional Objectives and Achievements 1975-76.
- ED 135 412//
A Model for Long Range Planning for Seminole Community College.
- ED 135 440
Preparation of Paraprofessionals in Early Childhood Education at Essex County College.
- ED 135 424//
A Profile of First-Time Students at Virginia Community Colleges, 1974-75.
- ED 135 427
A Profile of Graduates: Virginia Community College System, 1974-75.
- ED 135 428
Report for Florida Community Colleges, 1975-76.
- ED 135 430
Report of the Institutional Self-Study.
- ED 135 414
Research in the Virginia Community College System, 1975-76.
- ED 135 429
Selected Characteristics, Classified and Unclassified (Regular) Students; Community Colleges, Spring 1977.
- ED 135 438
Serving Students with Specific Learning Disabilities in Higher Education--A Demonstration Project at Three Minnesota Community Colleges.
- ED 135 434
Staffing Patterns in Public California Community Colleges, a 1976-77 Overview.
- ED 135 433
State Community College Systems in Illinois and Tennessee: Historical, Philosophical, Legal and Financial Elements.
- ED 135 442
Statewide Inventory of Current and Intended Programs at Illinois Public Community Colleges.
- ED 135 422
Status Survey of Institutional Research--Ohio's Two-Year Campuses.
- ED 135 444
Student Accountability Model (SAM): Operations Manual.
- ED 135 443
Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1975, Second Term FY1976, and Fall 1976. Data and Characteristics Volume IV Number 1 [and] Volume V Number 2.
- ED 135 423
A Study of Achievement of Objectives by the Entering Class of 1971.
- ED 135 449
A Study of the Graduation Attendance Policy at Ocean County College.
- ED 135 450
Survey of 1975-76 Graduates: Community Colleges. Student Flow Project, Report No. 22.
- ED 135 448
- Junior College Students**
Office Occupations' Curriculum for the Male Community College Student.
- ED 134 817
A Profile of First-Time Students at Virginia Community Colleges, 1974-75.
- ED 135 427
A Profile of Graduates: Virginia Community College System, 1974-75.
- ED 135 428
- Junior High Schools**
240 Students and 1 and 3/5 Teachers-A Junior High Developmental Reading Program.
- ED 134 974
An Analysis of the Results of a Student Questionnaire Evaluation of a Ninth-Grade Language Arts Minicourse Program.
- ED 135 000//
- Creating a Diverse Teaching and Learning Environment at an Inner City Middle School.
ED 135 891
- Junior High School Students**
College Bound Program; Summer 1975.
- ED 135 918
A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report.
- ED 134 800
- Jury Instructions**
Investigating Comprehension in Real World Tasks: Understanding Jury Instructions.
- ED 135 239
- Juvenile Courts**
Juvenile Drug Abuse Prevention Project. Santa Clara County Juvenile Probation Department. First Year Evaluation Report.
- ED 134 852//
Teacher's Guide for Maryland v. Trouble: A Video Tape Recording. Law-Related Education Program for the Schools of Maryland.
- ED 135 713
- Kansas**
A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas. Final Report.
- ED 134 719
- Kentucky**
Articulation for Allied Health. Final Report. Omnibus Dissemination Project.
- ED 134 820
A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Volume I. Final Report.
- ED 134 835
A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Final Report. Volume II.
- ED 134 836
Degrees Conferred, Kentucky Colleges and Universities 1976.
- ED 135 312
Evaluation Report. 1974-75 Kentucky ESEA Title I Program.
- ED 135 883
Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1973 Classes.
- ED 135 553
Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1975 Classes.
- ED 135 554
- Key Word Analysis**
Structured Key-Word Analysis.
- ED 135 829
- Kindergarten**
Kindergarten Science Project.
- ED 135 662
- Kindergarten Children**
The Relationship Between the Cognitive, Conceptual, Emotional, and Perceptual-Motor Development in Disadvantaged Kindergarten-teners.
- ED 135 463
- Kinesthetic Perception**
Towards Dance and Art: A Study of Relationships Between Two Art Forms.
- ED 135 757//
- Knowledge Level**
The Effects of Advance Organizers on Selected Cognitive Styles and Different Cognitive Structures in a Programmed Learning Task of Grammatical Usage.
- ED 134 998//
Evaluation of an Educational Program's Impact on Attitudes and Knowledge Related to Land Resource Management.
- ED 135 559
Skill as an Aspect of Knowledge: Some Implications from Research on Students Conceptions of Central Phenomena in Their Subjects. Investigations into the Learning and Teaching of Basic Concepts in Economics. No. 55. (2).
- ED 135 683
- Student Evaluation of College Teaching Behaviors (SECTB) Instrument: An Investigation of Factor Structure Stability.
ED 134 868
- Test Types and the Relation of Test Scores to Knowledge.
ED 135 826
- Knowledge Production and Utilization**
1975 Federal Funding for Education Knowledge Production and Utilization: A Composite Estimate, by Agency, Using Four Data Bases. R&D System Studies. Technical Report No. 1.
- ED 135 783
Federal Funding for Education Knowledge Production and Utilization: KPU Function, by Agency. R&D Systems Studies. Technical Report No. 2.
- ED 135 784
- Laban (Rudolf)**
The Influences of Rudolf Laban.
- ED 135 756//
- Laboratory Procedures**
IN-ED, Volumes 4 and 5, Nos. 6 and 7, February and March 1976.
- ED 135 615
The Role of the Laboratory in Science Teaching. Technical Report 10.
- ED 135 606
- Labor Force**
Educational Attainment of Workers, March 1976. Special Labor Force Report 193.
- ED 134 710//
Sex Differentials in Educational and Labor Force Role Distributions in the Philippines.
- ED 135 561
- Labor Market**
Labor Market Information for Youths.
- ED 134 708
Wisdom or Waste? College as a Training Ground for Jobs.
- ED 135 274
- Labor Problems**
The Institute Papers: Towards a Recovery of Civic Idealism.
- ED 135 706
- Labor Supply**
Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida.
- ED 134 720
- Lake Okoboji Educational Media Leadership Conf**
1984--Less Than A Decade Away. Summary Report of the Lake Okoboji Educational Media Leadership Conference (21st Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-23, 1975).
- ED 135 359
Accountability and the Media Professional. Summary Report of the Lake Okoboji Educational Media Leadership Conference (17th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 22-27, 1971).
- ED 135 356
Curricula-Media Dialogue for Meeting Changing Community Needs. Summary Report of the Lake Okoboji Educational Media Leadership Conference (15th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-22, 1969).
- ED 135 354
Instructional Technology: Issues and Concerns. Summary Report of the Lake Okoboji Educational Media Leadership Conference (20th Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 11-16, 1974).
- ED 135 358
Leadership Development for the Media Profession. Summary Report of the Lake Okoboji Educational Media Leadership Conference (18th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 13-18, 1972).
- ED 135 357
Redesign of Education: Media and the Learner in the 70's. Summary Report of the Lake Okoboji Educational Media Leadership Conference (16th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1970).
- ED 135 355

- Systems Approach. Summary Report of the Lake Okoboji Educational Media Leadership Conference (13th, Iowa Lakeside Laboratory, Milford, Iowa, August 20-24, 1967).
ED 135 353
- Visual Literacy--The Last Word. Summary Report of the Lake Okoboji Educational Media Leadership Conference (22nd Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1976).
ED 135 360
- Land Grant Universities**
Rural Development Research at Land-Grant Institutions in the South. SRDC Series Publication No. 2 (Revised), January 1977.
ED 135 551
- Land Use**
Comprehensive Erosion and Sediment Control Training Program for Engineers, Architects and Planners.
ED 134 672
- How to Plan an Environmental Conference, A Technique for Developing Citizen Leadership.
ED 135 658
- Language Arts**
An Analysis of the Results of a Student Questionnaire Evaluation of a Ninth-Grade Language Arts Minicourse Program.
ED 135 000//
- English Grades 7 and 8; Curriculum Guide.
ED 135 011
- English Language Arts: A Curriculum Guide, Kindergarten through Grade Six.
ED 135 010
- From Inservice to Implementation: The Integrated Language Arts Curriculum for Middle School Level Students.
ED 135 763
- On Teaching the Language Arts to Culturally and Dialectally Different Children: Teaching the Teacher First.
ED 134 962
- Verbal Communications Competencies, K-6.
ED 134 997
- Language Attitudes**
Question of Language Loyalty. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 227
- Role of Attitudes in Acquiring the Language of Another Ethnic Group. Research Bulletin No. 7.
ED 135 210
- When [-Native] Is [-Favorable]. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 254
- Language Development**
Alive...Aware...A Person: A Developmental Model for Early Childhood Services with Special Definition for Visually Impaired Children and Their Parents. (Includes Addendum I: Assessment Activities and Achievement Criteria).
ED 135 183
- Children's Comprehension of Referential Communication: Decoding Ambiguous Messages.
ED 134 957
- The Development of the Full Passive.
ED 135 224
- An Examination of the Validity of a Componential Analysis as a Guide to Semantic Acquisition.
ED 135 230
- Language and Learning.
ED 134 978
- Language Development and Reading: Perspectives on the Linguistically Different Learner; An Annotated Bibliography.
ED 134 943
- Language Development Versus the Teaching of the Standard Language. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 255
- Maturational Stages in the Development of Communication Systems By the Child. San Jose State Occasional Papers in Linguistics, Vol. 1, November 1975.
ED 135 222
- A Note on Nativism.
ED 135 220
- The Prelinguistic Cognitive Basis of Children's Communicative Intentions. Technical Report No. 19.
ED 134 940
- Story Repetition and Early Language Development. Final Report.
ED 135 486
- A Syntactic Investigation of Verbal Autistic, Mentally Retarded, and Normal Children.
ED 135 223
- Language Experience Approach**
Comparison of Language Experience Approach to Reading with a Conventional Reading Approach in Eight Summer Migrant Schools. Educational Reports: Migrant Education Research Report.
ED 135 557
- Language Handicaps**
Report On Bilingual Pilot Schools in New York City; A Study of a Court-Ordered Program for Pupils with English Language Difficulty.
ED 135 909
- Language Instruction**
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction) Vol. 7, No. 4.
ED 135 243
- Bilingual Education and FLES: Keeping the Child in Focus. A Report by the 1974 FLES and Bilingual Education Section of the American Association of Teachers of French.
ED 135 219
- British-Tradition English in the American University. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 253
- Communicative Competence: Theory and Classroom Practice.
ED 135 245
- Counseling-Learning: A Practical Application in FL Learning.
ED 135 250
- Describing the Transitional Dialects of Second Language Learners.
ED 135 246
- English Language Teaching Profile: Belgium (Dutch Speaking).
ED 135 229
- English Pronunciation Exercises for Speakers of Vietnamese. Adult Education Series No. 7. Indochinese Refugee Education Guides.
ED 135 244
- Error Analysis and Selective Correction in the Adult ESL Classroom: An Experiment.
ED 135 260
- Foreign Language Appreciation in Secondary Schools.
ED 135 208
- Goof Analysis for ESL Teachers.
ED 135 259
- A Humanistic Approach to Quality in Media. Workpapers in Teaching English as a Second Language, Vol. 10.
ED 135 205
- Language Development Versus the Teaching of the Standard Language. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 255
- Question of Language Loyalty. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 227
- Role of Attitudes in Acquiring the Language of Another Ethnic Group. Research Bulletin No. 7.
ED 135 210
- Shortwave Radio and the Foreign Language Classroom.
ED 135 215
- Slides and the Foreign Language Teacher: A Bibliography.
ED 135 213
- Sociolinguistic Variation and Language Transfer in Phonology. Working Papers on Bilingualism, No. 12.
ED 135 235
- A Teaching Experience with the Sugestopaedic Method. Reports, Studies, Conferences: Round Table with Dr. Lozanov.
ED 135 207//
- TESL Reporter, Vol. 10, No. 1.
ED 135 217
- When [-Native] Is [-Favorable]. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 254
- Writing a Foreign Language Course: One Project Team's Experience. ELT Documents (76/2).
ED 135 212
- Language Loyalty**
Question of Language Loyalty. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 227
- Language Maintenance**
Question of Language Loyalty. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 227
- Language of Instruction**
Bilingual Education.
ED 135 237
- Language Patterns**
The Readability of Grammatical Patterns for Black Inner City First Graders.
ED 134 959//
- Language Planning**
Question of Language Loyalty. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 227
- Language Proficiency**
Attitudes and Motivation in Second Language Acquisition: An Investigation of Ontario Francophones. Working Papers on Bilingualism, No. 12.
ED 135 231
- Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.
ED 135 206
- Language Programs**
Bilingual Multicultural Education.
ED 135 225
- English Language Teaching Profile: Belgium (Dutch Speaking).
ED 135 229
- Language Research**
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction) Vol. 7, No. 4.
ED 135 243
- Children's Comprehension of Referential Communication: Decoding Ambiguous Messages.
ED 134 957
- Comprehension of Double-Object Constructions by Hard-of-Hearing Subjects. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 1.
ED 135 251
- A Cross-Cultural Study of Child Discourse.
ED 135 249
- Introduction to Esperanto Studies. Esperanto Documents, New Series, Number 6A (1976).
ED 135 202
- The Oral English of Mexican American Spanish-Speaking Students in a Monolingual and Bilingual School Setting: An Analysis of Syntactic and Morphological Development.
ED 134 996
- Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, October 1 - December 31, 1976.
ED 135 028
- Language Skills**
Comprehension of Double-Object Constructions by Hard-of-Hearing Subjects. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 1.
ED 135 251
- Effect of First-Year High School Shorthand Instruction on Selected English Skills.
ED 135 007//
- English Language Arts: A Curriculum Guide, Kindergarten through Grade Six.
ED 135 010

240 Subject Index

Language Tests

Assessing Writing Ability of ESL College Freshman. ED 135 247

Teacher's Guide for Poor Simpleton, MC Format. ED 135 258

Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40. ED 135 206

Language Usage

Aspects de l'usage de la preposition POUR en français ontarien: interference et/ou surgeneralisation? (Aspects of the Use of the Preposition POUR in Ontario French: Interference And/Or Overgeneralization?). Working Papers on Bilingualism, No. 12. ED 135 234

Communicative Competence: Theory and Classroom Practice. ED 135 245

A Cross-Cultural Study of Child Discourse. ED 135 249

Describing the Transitional Dialects of Second Language Learners. ED 135 246

The Effects of Advance Organizers on Selected Cognitive Styles and Different Cognitive Structures in a Programmed Learning Task of Grammatical Usage. ED 134 998//

Investigating Comprehension in Real World Tasks: Understanding Jury Instructions. ED 135 239

Names, Descriptions, and Pragmatics. Technical Report No. 7. ED 134 931

Sociocultural Determinants of Symmetrical and Asymmetrical Address Forms in Spanish. ED 135 203

Thought, Sex, and Language: The Sapir-Whorf Hypothesis as Implicit Ideology and Rhetorical Strategy in the American Women's Movement. ED 135 025

Words Come in Families. ED 135 002//

Language Variation

Aspects de l'usage de la preposition POUR en français ontarien: interference et/ou surgeneralisation? (Aspects of the Use of the Preposition POUR in Ontario French: Interference And/Or Overgeneralization?). Working Papers on Bilingualism, No. 12. ED 135 234

British-Tradition English in the American University. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue. ED 135 253

Describing the Transitional Dialects of Second Language Learners. ED 135 246

Male-Female Conversational Interaction Cues: Using Data from Dialect Surveys. ED 135 216

Negative Incorporation in French and American Sign Language. ED 135 248

Sociolinguistic Variation and Language Transfer in Phonology. Working Papers on Bilingualism, No. 12. ED 135 235

Southern White English: The Changing Verb Phrase. ED 135 261

Variante morfosintacticas en el español de Tejas (Morphosyntactic Variants in the Spanish of Texas). Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue. ED 135 256

Large Scale Evaluation

The Appropriateness of Criterion-Referenced Tests for Evaluation Studies. ED 135 841

Lateral Dominance

Absence of Lateral Dominance and Handedness in Children with Minimal Brain Dysfunction. ED 135 161

A Comparison of Laterality Between Normal and Dyslexic Readers. ED 135 168

Latin

Augmenting Reading Skills through Language Learning Transfer. FLES Latin Program Evaluation Reports, 1973-74, 1974-75, 1975-76. ED 135 218

Latin Pilot Study. Final Report. ED 135 240

Law Enforcement

Metrics for Law Enforcement. ED 134 782

Law Instruction

Teacher's Guide for Maryland v. Trouble: A Video Tape Recording. Law-Related Education Program for the Schools of Maryland. ED 135 713

Lawyers

Social Reform Groups and Law Reformers. Institute for Research on Poverty Discussion Papers. ED 135 896

Leadership Responsibility

Decision-Making Theory and University Advancement. ED 135 295

Leadership Styles

Effecting Organizational Renewal in Schools: A Social Systems Perspective. I/D/E/A Reports on Schooling. ED 135 068//

Leadership Training

Building Community. ED 135 707

Identifying and Utilizing Management Resources Effectively. Leavenworth: A Report on the Region 9 AECT Third Annual Leadership Conference. ED 135 368

Leadership Development for the Media Profession. Summary Report of the Lake Okoboji Educational Media Leadership Conference (18th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 13-18, 1972). ED 135 357

Leadership Development Seminar for State and National Advisory Councils on Vocational Education. V & TECC Conference Proceedings (Rosslyn, Virginia, April 11-14, 1976). ED 134 682

Learning

Functions of Instructional Objectives: Organization and Direction. ED 135 774

History Teaching/Learning and the Communications Revolution. ED 135 679

Research Sections, Annual Meeting of the National Council of Teachers of Mathematics (55th, Cincinnati, Ohio, April 20-23, 1977). Mathematics Education Reports. ED 135 670

Learning Activities

Correlates of Children's Patterns of Activity in "Garden Variety" Open Classrooms. ED 135 496

A Curriculum Guide for Industrial Arts Activities for Children with Emotional Problems. ED 134 677

The El Mago Handbook or The Care and Feeding of a Committee for Preschool Education. ED 134 964

Helping Your Children Discover. ED 134 947

Program Implementation and Pupil Achievement in Three Title I Projects. ED 135 857

Resources for Creative Teaching in Early Childhood Education. ED 135 482//

Studies in Continuing Education for Rehabilitation Counselors. Report No. 3, October 1971. ED 134 850//

Suggested Aid for Organization and Record Keeping in a Learning Center. ED 134 944

A Teacher's Guide to Career Education, 9-12. ED 134 742

Learning Characteristics

A Curriculum Guide for Industrial Arts Activities for Children with Emotional Problems.

Numerical Procedures in the Optimal Grouping of Students for Instructional Purposes. Technical Report No. 399 (Parts 1 and 2). ED 135 874

Skill as an Aspect of Knowledge: Some Implications from Research on Students' Conceptions of Central Phenomena in Their Subjects. Investigations into the Learning and Teaching of Basic Concepts in Economics. No. 55. (2). ED 135 683

Learning Difficulties

English Pronunciation Exercises for Speakers of Vietnamese. Adult Education Series No. 7. Indochinese Refugee Education Guides. ED 135 244

Testing Finnish Schoolchildren's Learning of English Consonants. Jyväskylä Contrastive Studies, No. 3. ED 135 214

Learning Disabilities

Accelerated Learning: A Strategy for the Instruction of Pupils with Learning Disabilities in the Regular Classroom. ED 135 154

The Ashlock Tests of Visual Perception. Revised. ED 135 146

The Assessment and Modification of Hyperkinesia: A Review of Programmatic Research at Texas Tech University. ED 135 127

Auditory Discrimination of Normal and Learning Disabled Children: A Comparison of Their Performance on the Goldman-Fristoe-Woodcock Test of Auditory Discrimination and Wepman Auditory Discrimination Test. ED 135 152

Auditory Perception in Learning Disabled and Nonlearning Disabled Culturally Different Pupils. ED 135 132

Clinician and Parent: Partners for Change. ED 135 138

A Competency Based Teacher Training Program in Learning Disabilities. ED 135 124

Controversial Issues in Learning Disability. ED 135 149

Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model. ED 135 151

Delivery of Educational Services for the Learning Disabled: A Systematic Approach. ED 135 139

Developmental Eclecticism: An Integrated Approach to Evaluating and Programming for the Learning Disabled. ED 135 142

Diagnostic Prescriptive Instruction: A Review of Related Literature - 1970 to Present. ED 135 133

Dynamic Changes toward Humanistic Education: The Giles Continuity Model for Teacher Inservice Training. ED 135 128

Educational Diagnosticians and School Psychologists: Colleagues or Competitors in Working with the Learning Disabled. ED 135 125

Emotional Problems of the Learning Disabled. ED 135 135

Exploring Programming for the LD Child. ED 135 156

Follow-Up Note on a Case of Learning Disability Thirty Years Later. ED 135 130

Helping Eliminate Early Learning Disabilities (HEELD). An Adopter's Guide. ED 135 172

Illustrative Examples of the Development and Interpretation of Hierarchical Tests in the Field of Learning Disabilities. ED 135 145

Initial Computer Analysis: 201 Children with Learning Disabilities. ED 135 137

An Interprofessional Problem-Solving Approach for Specific Learning Disabilities: Clinical, Medical, Educational. ED 135 126

Kirshner Saroj Visual Perceptual Speed Test: A Test of Visual Readiness for Reading. ED 135 143

Music for Children with Reading Learning Disabilities.

- Observation as a Method of Diagnosis and Prescription. ED 135 134
- Personality Development and Learning Disabilities: Long Term Follow-Up of Psychotherapeutic Remediation. ED 135 147
- The Predictive Validation of a Pre-Kindergarten Screening Test. ED 135 123
- A Psycholinguistic Analysis of Oral Reading Errors of Children with Learning Disabilities. ED 135 137
- A Replication Handbook for Learning Disabilities and the Institutionalized Adult. (A 309 Project for Staff Development of Adult Basic Education Personnel in Iowa.) ED 135 129
- Research with QNST: A Review. ED 134 709
- The Saint Giles LD Identification Project. ED 135 153
- School, Community and Parent Involvement in Development of Competency-Based Teacher Education and Inservice in Learning Disabilities. ED 135 136
- Serving Students with Specific Learning Disabilities in Higher Education—A Demonstration Project at Three Minnesota Community Colleges. ED 135 148
- Some Evidence of Continuing Linguistic Acquisitions in Learning Adolescents. ED 135 434
- Survival Alternatives for the LD Adolescent. ED 135 144
- Use of Behavior Modification with L. D. Students. ED 135 131
- Learning Laboratories**
- Suggested Aid for Organization and Record Keeping in a Learning Center. ED 135 170
- Learning Modules**
- An Evaluation of Individualized Instructional Units Using the Bayesian Theorem in Two-year Technical Institutes Designated as Developing Institutions. ED 134 944
- Learning Processes**
- Accretion, Tuning and Restructuring: Three Modes of Learning. Report No. 7602. ED 134 902
- Approaches to the Analysis of Learner-Task Interactions and Some Implications for the Study of Pedagogical Processes. Project YP, Report No. 7. ED 135 814
- Depth of Processing and Interference Effects in the Learning and Remembering of Sentences. Technical Report No. 21. ED 134 942
- Describing the Transitional Dialects of Second Language Learners. ED 135 246
- The Effects of Advance Organizers on Selected Cognitive Styles and Different Cognitive Structures in a Programmed Learning Task of Grammatical Usage. ED 134 998//
- Rate-Dependent Characteristics of Children's Immediate Recall Following an Auditory Presentation. ED 134 981
- A Research Project on Higher Education. Investigations into the Learning and Teaching of Basic Concepts in Economics. No. 54. (1). ED 135 681
- Taking Different Perspectives on a Story. Technical Report No. 14. ED 134 936
- Learning Readiness**
- Helping Your Children Discover. ED 134 947
- Learning Theories**
- Accretion, Tuning and Restructuring: Three Modes of Learning. Report No. 7602. ED 134 902
- Evidence on the Effectiveness of Competency Based Teacher Education Programs. ED 135 780
- Learning Principles from Prose: A Cognitive Approach Based on Schema Theory. Technical Report No. 11. ED 134 934
- Piagetian Theory, Research and Practice: An Abstract Bibliography. ED 135 454
- Rate-Dependent Characteristics of Children's Immediate Recall Following an Auditory Presentation. ED 134 981
- The Role of the Laboratory in Science Teaching. Technical Report 10. ED 135 606
- A Teaching Experience with the Sugestopaedic Method. Reports, Studies, Conferences: Round Table with Dr. Lozanov. ED 135 207//
- Lecture**
- An Instrument to Describe College Teaching: A Reliability Study. ED 135 862
- Lee (Mabel)**
- Memories of a Bloomer Girl. ED 135 754
- Legal Assistants**
- Paralegals: A Resource for Public Defenders and Correctional Services. Prescriptive Package. ED 134 695
- Legislation**
- Mental Retardation and the Law: A Report on Status of Current Court Cases. ED 135 186
- The Roles of Parents, Teachers, and Administrators in Programs for the Deaf-Blind. ED 135 196
- A State of the Field Study of Child Welfare Services for Migrant Children and Their Families Who are In-Stream, Home-Based, or Settled-Out. Literature Review. ED 135 562
- Legislators**
- Communication Similarities and Differences of the Female and Male Legislators in the 1975 Michigan House of Representatives. ED 135 037//
- Leisure Time**
- Educating for Leisure-Centered Living. Second Edition. ED 135 788//
- Lesson Plans**
- Foreign Language Appreciation in Secondary Schools. ED 135 208
- Patterns for Teaching Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. ED 135 690
- Suggestions for Curriculum Development on Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 691
- Suggestions for Curriculum Development on Interdependence; Part C, 7-9 [And] Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 692
- A Teacher's Guide to Career Education, 9-12. ED 134 742
- Letters (Correspondence)**
- Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing. ED 135 006
- [Letter to Chancellor Irving Anker, N.Y.C. Board of Education.] ED 135 887
- Statement by Martin H. Gerry, Director, Office for Civil Rights, Department of Health, Education and Welfare. ED 135 888
- Libraries**
- 1976 Ohio Directory of Libraries with Statistics for 1975. ED 135 341
- Directory of Oregon Libraries; Annual Statistics for the Year Ending June 30, 1976. ED 135 407
- Proceedings of the Personnel Evaluation Institute (Eastern Illinois University, Charleston, October 24-26, 1975). ED 135 364
- Library Administration**
- Proceedings of the Personnel Evaluation Institute (Eastern Illinois University, Charleston, October 24-26, 1975). ED 135 364
- Report to the Librarian of Congress from the Task Force on Goals, Organization, and Planning. ED 135 389
- Work Estimate at an Information Center. ED 135 363
- Library Automation**
- COM: Decisions and Applications in a Small University Library. ED 135 391
- Library Circulation**
- Library Loans to the Schools of Engineering. ED 135 366
- Library Collections**
- Distributions of Journal Citations in Small Collections of Reading Research. ED 134 970
- A National Preservation Program; A Working Paper. ED 135 394
- Library Cooperation**
- 1976 Ohio Directory of Libraries with Statistics for 1975. ED 135 341
- Proposal for a Combined Public and School Library. ED 135 338
- Library Education**
- Development of a Policy Manual for Student Internship in the Media Communication Science Department at Trenton State College. Educational Policy Systems. ED 135 396
- Library Expenditures**
- A Methodology for Decision-Making in Serials. ED 135 399
- Proposal for a Combined Public and School Library. ED 135 338
- Library Facilities**
- Estimating Space for Staff. ED 135 374
- Library Guides**
- A Self-Guided Library Tour Method at Mercer County Community College. The Learning Theory and Applications Module. ED 135 342
- Library Instruction**
- A Self-Guided Library Tour Method at Mercer County Community College. The Learning Theory and Applications Module. ED 135 342
- Library Materials**
- Library Loans to the Schools of Engineering. ED 135 366
- Library Service for the Spanish-Speaking User: Source Guide for Librarians. ED 135 400
- A National Preservation Program; A Working Paper. ED 135 394
- Library Networks**
- The Founding of the Western Interstate Library Coordinating Organization: A Narrative Final Report on the Project "Initiating the Design and Development of a Western Interstate Bibliographic Network." ED 135 348
- Project NOLA: Annual Narrative Report. 1976. LSCA Title I Project No. I-16R-75. ED 135 407
- Library of Congress**
- Report to the Librarian of Congress from the Task Force on Goals, Organization, and Planning. ED 135 389

242 Subject Index

Library Planning

- Library Services and Construction Act. Annual Program, 1976-1977. ED 135 351

Library Programs

- Library Services and Construction Act. Annual Program, 1976-1977. ED 135 351

Library Reference Services

- Standards for Reference Service at the University of Michigan--Dearborn Library. ED 135 409

Library Role

- Proposal for a Combined Public and School Library. ED 135 338

Library Schools

- An Operational Systems Approach Toward the Evaluation of Library School Faculty: The Fried Transdisciplinary Model of Technological and Social Organization Applied to the Academic Institution's Policies and Practices Related to Faculty Performance and Working Environment. ED 135 335

Library Services

- Library Service for the Spanish-Speaking User: Source Guide for Librarians. ED 135 400
Rand Library Evaluation Survey. ED 135 375
Report to the Librarian of Congress from the Task Force on Goals, Organization, and Planning. ED 135 389

Library Standards

- The Impact of Regional Accrediting Agencies upon Libraries in Postsecondary Education. ED 135 337
Specifications for 16mm Microfilming of Library Card Catalogs. ED 135 349
Standards for Reference Service at the University of Michigan--Dearborn Library. ED 135 409

Library Surveys

- Rand Library Evaluation Survey. ED 135 375

Life Centered Curriculum

- Life-Centering Education. ED 135 045//

Life Style

- The State of Black America 1977. ED 135 914

Lifetime Sports

- The Role of Physical Education and Sport in the Education of Youth in the Context of Life-long Education. ED 135 731
The Role of Physical Education and Sport in the Education of Youth in the Context of Life-long Education. Final Report. ED 135 732

Linguistic Borrowing

- Words Come in Families. ED 135 002//

Linguistic Competence

- Children's Comprehension of Referential Communication: Decoding Ambiguous Messages. ED 134 957

Linguistic Performance

- Some Evidence of Continuing Linguistic Acquisitions in Learning Adolescents. ED 135 144

Linguistics

- Names, Descriptions, and Pragmatics. Technical Report No. 7. ED 134 931

Linguistic Theory

- Development of Distinctive Feature Theory. ED 135 211
Names, Descriptions, and Pragmatics. Technical Report No. 7. ED 134 931
A Note on Nativism. ED 135 220

Listening Comprehension

- Children's Comprehension of Referential Communication: Decoding Ambiguous Messages. ED 134 957

- Comprehension of Double-Object Constructions by Hard-of-Hearing Subjects. *Lektos: Interdisciplinary Working Papers in Language Sciences*, Vol. 2., No. 1. ED 135 251

- Shortwave Radio and the Foreign Language Classroom. ED 135 215

- Verbal Communications Competencies, K-6. ED 134 997

Literacy

- A Handbook of the Mini-Assessment of Functional Literacy--1974 and 1975; Functional Literacy Basic Reading Performance. ED 134 951

- Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance. ED 134 954

Literacy Education

- Historical Antecedents and Contemporary Trends in Literacy and Readability Research in the Navy. ED 134 968

Literary Analysis

- A Psychoanalytic Introduction to Reader Response to Racial Literature. ED 134 985//

Literature

- Human Rights: Unfolding of the American Tradition. Report No. 8403. ED 135 701
A Theory of Adaptation for Readers Theatre. ED 135 020

Literature Appreciation

- Focus: Chicano Literature. ED 134 986

Literature Reviews

- The Continuing Search for the Effective Reading Teacher. ED 134 969

- The Desegregation Literature: A Critical Appraisal. ED 135 890

- A Developmental Psychologist Looks at Educational Policy: Or the Hurrier I Go the Behinder I Get. An Occasional Paper. ED 135 069//

- Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation. ED 135 507

- An Investigation of the Needs of Children in the Migrant Education Program in the State of Oklahoma. Summary Report. ED 135 552

- Problems in Planning Rural Education for Agricultural and Nutrition Development: A Review of Relevant Findings from Communications Research. IIEP Seminar Paper: 16. ED 135 529

- School Facilities Planning. Research Report Number 1974-2. ED 135 080//

- School Staffing Practices. An Examination of Contingency Staffing and the Potential for Staff Differentiation in Alberta Schools. ED 135 098

- Student Rights, Decisionmaking, and the Law. Report No. 10. ED 135 269

- A Survey and Analysis of Military Computer-Based Training Systems: A Two Part Study. Volume I: A Survey and Annotated Bibliography of Authoring Aids for Instructional Systems Development. ED 135 401

- Three Reviews of Contemporary Research Literature: Class Size, Open Plan Schools, Flexible-Modular Scheduling. Research Report Number 1973-1. ED 135 079//

- What Research Says to the College Science Teacher. ED 135 600

- WISC Profiles of Retarded Readers: Another Look. ED 134 956

Living Standards

- Changes in the Situation of Country Women in Poland. ED 135 514//

Local Issues

- A Review of Economic Multipliers for Post-Secondary Institutions with Selected Models Applied to Georgia State University. Report No. 37-5. ED 135 320

Locus of Control

- Lonely Parents: Observations by Public Health Nurses of Alienation in Child Abuse. ED 134 894

Logical Thinking

- An Initial Analysis of Concrete Operations Task Performances and Memory Variables for Children Aged 5 to 13 Years. Technical Report No. 371. ED 135 820

Longitudinal Studies

- Follow-Up Note on a Case of Learning Disability Thirty Years Later. ED 135 130

- An Initial Analysis of Concrete Operations Task Performances and Memory Variables for Children Aged 5 to 13 Years. Technical Report No. 371. ED 135 820

- National Longitudinal Study of High School Seniors: An Agenda for Policy Research. ED 135 818

- School Performance as a Function of Early Stimulation. Final Report. ED 135 469

Low Ability Students

- Aptitude Level and Performance on Intramodal and Intermodal Form Discrimination Tasks. Technical Report. ED 134 892

Low Achievement Factors

- Declines in Standardized Test Scores Among Secondary School Students. ERS Information Aid. ED 135 803//

Low Income Groups

- An Exploratory Study of Low Income Spanish-American Families in Dona Ana County, New Mexico: Their Marketing and Credit Practices. ED 135 560

- Poverty Status of Families Under Alternative Definitions of Income; Background Paper No. 17. ED 135 903

Lunch Programs

- The Impact of Federal Commodity Donations on the School Lunch Program. Department of Agriculture. Report to the Committee on Education and Labor, House of Representatives. ED 135 078

- Plate Waste Study. State of Utah. ED 135 096

Machine Repairmen

- Metrics for Small Engine Repair. ED 134 786

Machine Tool Operators

- Engine Lathe Operator. Instructor's Guide. Part of Single-Tool Skills Program Series. Machine Industries Occupations. ED 134 734

- Surface Grinder Operator. Instructor's Guide. Part of Single-Tool Skills Program. Machine Industries Occupations. ED 134 735

Machine Tools

- Engine Lathe Operator. Instructor's Guide. Part of Single-Tool Skills Program Series. Machine Industries Occupations. ED 134 734

- Surface Grinder Operator. Instructor's Guide. Part of Single-Tool Skills Program. Machine Industries Occupations. ED 134 735

Machine Translation

- Quest for a Computerized Semantics. ED 135 204

Males

Communication Similarities and Differences of the Female and Male Legislators in the 1975 Michigan House of Representatives.

ED 135 037//

The Effect of Serving as a Model of Self-Control on Subsequent Resistance to Deviation in Children.

ED 135 492

The Effects of Education on Occupational Status and Earnings. Institute for Research on Poverty Discussion Papers.

ED 135 893

Male-Female Conversational Interaction Cues: Using Data from Dialect Surveys.

ED 135 216

Office Occupations' Curriculum for the Male Community College Student.

ED 134 817

Sex Differentials in Educational and Labor Force Role Distributions in the Philippines.

ED 135 561

Man A Course of Study

The NSF Science Education Controversy: Issues, Events, Decisions.

ED 135 674

Management

Illusions and Realities of Managing for Planned Change.

ED 135 304

Metrics for Assistant Theatre Managers.

ED 134 751

Management Audit Survey

Validation of the Management Audit Survey Against Employment Service Criteria. Final Report.

ED 134 714

Management by Objectives

Faculty Satisfaction-Dissatisfaction and Management by Objectives for Results.

ED 135 436

Management by Objectives; Measurable and Currently Unmeasurable Institutional Objectives and Achievements 1975-76.

ED 135 412//

Management Development

An Assessment of the Management Development Needs of De Anza College Administrators.

ED 135 432

Identifying and Utilizing Management Resources Effectively. Leavenworth: A Report on the Region 9 AECT Third Annual Leadership Conference.

ED 135 368

Project SAFE: Simulating Alternative Futures in Education.

ED 135 397

Management Education

Continuing Education in Management for Health Care Personnel. A Second Opinion.

ED 134 692//

Identifying and Utilizing Management Resources Effectively. Leavenworth: A Report on the Region 9 AECT Third Annual Leadership Conference.

ED 135 368

Training Programme for University Management in the United States.

ED 135 276

Management Games

Minding Your Own Small Business. Simulation Game 1.

ED 134 824

Minding Your Own Small Business. Simulation Game 2.

ED 134 825

Project SAFE: Simulating Alternative Futures in Education.

ED 135 397

Management Information Systems

The ICCB MIS Facility Inventory & Utilization Users Handbook.

ED 135 419

ICCB MIS Faculty and Staff Utilization Users Handbook.

ED 135 420

Massachusetts Adult Basic Education Management Information System. Working Paper No. 1.

ED 134 746

Management Systems

Hardware and Software Considerations in Computer Based Course Management. Technical Report No. 4.

ED 134 928

Man Machine Systems

Moving from Two-Way Cable Technology to Educational Interaction.

ED 135 371

Semantic Grammar: An Engineering Technique for Constructing Natural Language Understanding Systems.

ED 135 376

Software for Performance Training Carrel.

ED 135 393

Manpower Development

Maximizing Your Training Efficiency: The Application of Behavioral Principles to Job Training (Workbook).

ED 134 907//

Teaching Job Required Behaviors Via the Systematic Use of Prescribed Group Counseling Interventions: The Program and Its Operational Feasibility.

ED 134 871//

Manpower Needs

Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida.

ED 134 720

Occupational Employment Projections for Program Planning Purposes: Issues and Examples. Proceedings of a National Workshop-Conference (TWA Breech Training Academy, Overland Park, Kansas, July 10-11, 1975).

ED 134 841

A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas. Final Report.

ED 134 719

Manpower Utilization

Proceedings of the International Conference on Women in Health (Washington, D. C., June 16-18, 1975). Health Manpower References.

ED 134 794

Slow But Sure: A Chronometric Analysis of the Process of Aging.

ED 134 906

Manuals

Finding Solutions to Environmental Problems: A Process Guide.

ED 135 650

The ICCB MIS Facility Inventory & Utilization Users Handbook.

ED 135 419

ICCB MIS Faculty and Staff Utilization Users Handbook.

ED 135 420

Staff Handbook on Natural Gas.

ED 135 637

Manzo Meeks Ennet Difference Inventory

A "Difference" Inventory: Construction, Supporting Data, Implications.

ED 134 950

Maps

Instant Mapping of American Regional Vocabulary.

ED 135 004

Marine Biology

Eighth Grade Marine Science; Resource Units.

ED 135 659

An Introduction to Marine Education, A Course for Preservice Science Teachers.

ED 135 644

Marketing

Broadband Communications for Rural Development? Yes -- But We Will Need a Marketing Concept.

ED 135 518

An Exploratory Study of Low Income Spanish-American Families in Dona Ana County, New Mexico: Their Marketing and Credit Practices.

ED 135 560

Marriage

A Question of Form.

ED 135 021

Marriage Counseling

Creative Imagery in Marital Counseling: An Outgrowth of Adlerian Concepts.

ED 134 898

Maryland

Annual Evaluation Report on Programs Funded Under USEA Title I in Maryland for Fiscal Year 1975.

ED 135 886

Final Report of the Task Force on Educational Programs for Disruptive Youth.

ED 135 102

Program Models. State Task Force on Educational Programs for Disruptive Youth.

ED 135 115

Maryland Accountability Assessment Program

An Evaluation of the Maryland Alternative Accountability Pilot Project.

ED 135 865

Maryland Plan

Industrial Arts in the Junior High School: Purposes, Objectives, Observable Behaviors. A Guide for Teachers of the Maryland Plan for Industrial Arts.

ED 134 788

Mass Media

Communicating: How? A Manual for Mental Health Educators.

ED 135 008

Media & Kids: Real-World Learning in the Schools.

ED 135 013//

A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report.

ED 134 703

Master Plans

Illinois Community College Board Statewide Master Plan for Community Colleges; RAMP/CC: 1977.

ED 135 447

A Model for Long Range Planning for Seminole Community College.

ED 135 440

Masters Degrees

Degrees Conferred, Kentucky Colleges and Universities 1976.

ED 135 312

Program Need Assessment Survey for the Proposed Program in Modern Studies.

ED 135 308

The Questionable Value of the Master's Degree in Sociology for the Ph.D.-Pursuing Student.

ED 135 708

Students Enrolled for Advanced Degrees, Fall 1973.

ED 135 324

Material Development

Development of Instructional Materials for Industrial Arts Education in North Dakota. Final Report. Research Series No. 47.

ED 134 822

A Humanistic Approach to Quality in Media. Workpapers in Teaching English as a Second Language, Vol. 10.

ED 135 205

Metrication of Technical Career Education. Final Report. Volume I.

ED 134 830

Metric Conversion in Vocational Education. Final Report. Volume I of Two Volumes.

ED 134 839

Metric Conversion in Vocational Education. Final Report. Volume II of Two Volumes.

ED 134 840

Selecting and Specifying Computer Enhanced Units. Technical Report.

ED 135 384

A Survey and Analysis of Military Computer-Based Training Systems: A Two Part Study. Volume I: A Survey and Annotated Bibliography of Authoring Aids for Instructional Systems Development.

ED 135 401

Vocational Educators' Perceptions of Curriculum Materials Development. Final Report.

ED 134 688

Writing a Foreign Language Course: One Project Team's Experience. ELT Documents (76/2).

ED 135 212

Maternal Employment

- Relations Between Maternal Employment and Development of Nursery School Children. ED 135 461

Mathematical Concepts

- Corrective Mathematics Services for Eligible Nonpublic School Pupils; Evaluation Period School Year, 1975-1976. ED 135 915

Mathematical Models

- Admissible Scoring Systems for Continuous Distributions. ED 135 799
- Computerized Achievement Testing Using the Simple Logistic Model. ED 135 853
- The Consequences of Model Misidentification in the Interrupted Time-Series Experiment. ED 135 859
- Growth Curve Analysis. ED 135 860
- Nesting, Crossing, Type IV Errors, and the Role of Statistical Models. ED 135 851
- Statistical Indicators of Scientific and Technical Communication (1960-1980) Volume II: A Research Report. ED 135 336
- The Use of Regression Discontinuity Model with Criterion-Referenced Testing in the Evaluation of Compensatory Education. ED 135 869

Mathematics

- Evaluation Report. 1974-75 Kentucky ESEA Title I Program. ED 135 883
- Gifted Girls: Scientists and Mathematicians of the Future. ED 135 598
- A New Yardstick for Comparing Achievement in Basic Skills. ED 135 868
- The Objective-Referenced Measure in Mathematics for Delaware Grade Four Students. Final Report. ED 135 848
- Vermont ESEA Title I Education for the Disadvantaged. Annual Evaluation, Fiscal Year 1975. ED 135 884

Mathematics Curriculum

- An Evaluation of Unified Science and Mathematics for Elementary Schools (USMES) During the 1973-74 School Year. ED 135 861

Mathematics Education

- Competency Based Teacher Education Certification Program in Mathematics 7-12, Provisional. ED 135 633
- Education as an Applied Science. ED 135 602
- Facts of Life and Living for a Metric Tomorrow Today. Paper presented at the International Conference on Metric Education (4th, New Orleans, Louisiana, January 22, 1977). ED 135 642
- Girls' Attitudes Toward Mathematics: Implications for Counseling. ED 134 920
- Research in Science & Mathematics Education. ED 135 638
- Research Sections, Annual Meeting of the National Council of Teachers of Mathematics (55th, Cincinnati, Ohio, April 20-23, 1977). Mathematics Education Reports. ED 135 670

Mathematics Instruction

- Corrective Mathematics Services for Eligible Nonpublic School Pupils; Evaluation Period School Year, 1975-1976. ED 135 915
- Reading the Language of Mathematics. ED 134 972

Mathematics Materials

- Corrective Mathematics Services for Eligible Nonpublic School Pupils; Evaluation Period School Year, 1975-1976. ED 135 915

Matrices

- Introduction to Matrix Algebra, Student's Text, Unit 23. ED 135 631
- Introduction to Matrix Algebra, Teacher's Commentary, Unit 24. ED 135 632

Measurement

- Facts of Life and Living for a Metric Tomorrow Today. Paper presented at the International Conference on Metric Education (4th, New Orleans, Louisiana, January 22, 1977). ED 135 642

Measurement Goals

- Evaluation of Preschool Programs. ED 135 481

Measurement Instruments

- The Development and Implementation of the Levels of Use Observational Inventory (LoUOI): An Instrument to Aid in the Adoption of an Innovation Process. ED 135 636
- Development of Sex-Trait Stereotypes Among Young Children in the United States, England, and Ireland. ED 135 491
- A "Difference" Inventory: Construction, Supporting Data, Implications. ED 134 950
- A Methodology for Observation of the Childbirth Environment. ED 135 502
- Refinement of a Follow-Up Questionnaire Designed to Measure Counseling Process and Outcome. ED 134 897
- The University Supervisor: What Place in Academe? ED 135 748

Measurement Techniques

- The Assessment and Modification of Hyperkinesis: A Review of Programmatic Research at Texas Tech University. ED 135 127
- The Convergent-Discriminant Matrix: Multitrait-Multimethod Logic Extended to Other Social Research Decisions. ED 135 797
- Optimum Range of Difficulty for Linking Items. ED 135 802
- Societal Boundaries on Cybernetic Action or Decision-Making. ED 135 031
- Some Empirical Evidence on the Comparability of School Unit Residuals Based on Achievement and Non-Achievement Variables. ED 135 850

Media Research

- Real and Ideal Television News Images: A Q-Analysis. ED 135 038//

Media Selection

- How College Professors Use Media Services. ED 135 361
- Media Utilization by Teachers of Appalachian Kentucky. ED 135 744

Media Specialists

- 1984--Less Than A Decade Away. Summary Report of the Lake Okoboji Educational Media Leadership Conference (21st Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-23, 1975). ED 135 359
- Accountability and the Media Professional. Summary Report of the Lake Okoboji Educational Media Leadership Conference (17th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 22-27, 1971). ED 135 356
- Curricula-Media Dialogue for Meeting Changing Community Needs. Summary Report of the Lake Okoboji Educational Media Leadership Conference (15th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-22, 1969). ED 135 354

- Development of a Policy Manual for Student Internship in the Media Communication Science Department at Trenton State College. Educational Policy Systems.

- Instructional Technology: Issues and Concerns. Summary Report of the Lake Okoboji Educational Media Leadership Conference (20th Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 11-16, 1974). ED 135 358

- Leadership Development for the Media Profession. Summary Report of the Lake Okoboji Educational Media Leadership Conference (18th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 13-18, 1972). ED 135 357
- Redesign of Education: Media and the Learner in the 70's. Summary Report of the Lake Okoboji Educational Media Leadership Conference (16th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1970). ED 135 355

- School Media Specialist Certification. ED 135 383

- Systems Approach. Summary Report of the Lake Okoboji Educational Media Leadership Conference (13th, Iowa Lakeside Laboratory, Milford, Iowa, August 20-24, 1967). ED 135 353

- Visual Literacy--The Last Word. Summary Report of the Lake Okoboji Educational Media Leadership Conference (22nd Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1976). ED 135 360

Media Technology

- Design and Evaluation of a Demonstration Rural Telecommunications System for Poinsett County, Arkansas. ED 135 525

- The Feasibility and Value of Broadband Communications in Rural Areas. A Preliminary Evaluation, April 1976. ED 135 515

- Fiber Optic Communications Technology. A Status Report. ED 135 524

- Options for Federal Role with Regard to Advanced Telecommunications Systems and Services. ED 135 527

- Review of Representative Public Service Experiments as They Apply to Rural Telecommunications. Office of Planning and Policy, Office of Telecommunications Policy: A Staff Research Paper, October 1976. ED 135 523

Mediation

- Mediation: A Transferable Process for the Prevention and Resolution of Racial Conflict in Public Secondary Schools. A Partial Case Study with Analysis. ED 134 867

Medical Assistants

- Articulation for Allied Health. Final Report. Omnibus Dissemination Project. ED 134 820
- Determining Performance Levels of Competencies for Job Entry for Medical Assistants. Final Report. ED 134 834

Medical Care Evaluation

- Foreign Medical Graduates and their Effects on the Quality of Medical Care in the United States. ED 135 273

Medical Record Technicians

- The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973. ED 134 675

Medical Schools

- Health Professions Schools. Selected Enrollment Data 1970-71/1977-78. ED 135 311

Medical Services

- Decentralized Health Professional Education: Evaluation of Decentralized and Regionalized Health Professional Education Programs. Final Report. ED 134 706

Medical Treatment

- Foreign Medical Graduates and their Effects on the Quality of Medical Care in the United States.

- ED 135 273
- Meetings**
Implications for Subsequent Conferences: Suggestions Drawn from Critique Information and Similar Experiences. No. 151. ED 135 734
Report to Teacher Corps Personnel on the 10th and 11th Cycle Teacher Corps Developmental Conference (July 18-23, 1976). No. 150. ED 135 735
School Board Meetings. Research Report Number 1976-2. ED 135 083//
- Memory**
Acoustic-Associative Memory Attribute Dominance Predicted by Age and SES. ED 134 893
Children's Recognition of Some Dimensions of Pictured Events. ED 135 494
An Examination of the Relationship Between Memory and Higher Thought Processes Using a Sample of Fifth Grade Children. Technical Report No. 378. ED 135 821
An Initial Analysis of Concrete Operations Task Performances and Memory Variables for Children Aged 5 to 13 Years. Technical Report No. 371. ED 135 820
Taking Different Perspectives on a Story. Technical Report No. 14. ED 134 936
- Mental Health**
Mental Health Consultation to the Schools: Directions for the Future. ED 134 875//
A Psychosocial Data System for Children's Community Mental Health Services. ED 134 879
U.S. House Select Committee on Aging. Testimony. ED 134 866
- Mental Health Programs**
Evaluation of the Impact of Community Mental Health Center Consultation Services on School Systems. Volume I. Executive Summary. ED 134 873//
Evaluation of the Impact of Community Mental Health Center Consultation Services on School Systems. Vol. 2. Final Report: The Dynamics of School Consultation. ED 134 874//
A Psychosocial Data System for Children's Community Mental Health Services. ED 134 879
Social Inventions: Saskatchewan NewStart. ED 134 914
- Mentally Handicapped**
Mental Retardation and the Law: A Report on Status of Current Court Cases. ED 135 186
Sunshine School's S.O.P.: Sequenced Objectives for Preschoolers. An Evaluation and Instruction Guide for Working with the Developmentally Delayed. ED 135 167
- Mental Retardation**
A Syntactic Investigation of Verbal Autistic, Mentally Retarded, and Normal Children. ED 135 223
- Merchandise Information**
Educators Guide for Budgeting School Equipment. First Annual Edition. ED 135 101//
Report and Guidelines on Improving the Retrieval of Product Information from ERIC. Final Report. ED 135 326
- Merchandising**
Metrics for Automotive Merchandising, Petroleum Marketing. ED 134 775
Metrics for Hard Goods Merchandising. ED 134 777
Metrics for Soft Goods Merchandising. ED 134 778
- Mesa Public Schools AZ**
A New Yardstick for Comparing Achievement in Basic Skills. ED 135 868
- Metal Working Occupations**
Metrics for Welding and Cutting. ED 134 774
- Methane**
Organic Chemistry Self Instructional Package 2: Methane. ED 135 582
- Metheny (Eleanor)**
Vital Issues. ED 135 755
- Methods**
Calculating School Building Utilization. ED 135 076
- Methods Courses**
Competency Based Teacher Education Certification Program in Mathematics 7-12, Provisional. ED 135 633
- Methods Research**
Perspectives on Problem Solving: Person versus Paradigm. ED 135 758
- Metric System**
Facts of Life and Living for a Metric Tomorrow Today. Paper presented at the International Conference on Metric Education (4th, New Orleans, Louisiana, January 22, 1977). ED 135 642
Metrication of Technical Career Education. Final Report. Volume I. ED 134 830
Metrication of Technical Career Education. Final Report. Volume II. ED 134 831
Metric Conversion in Vocational Education. Final Report. Volume I of Two Volumes. ED 134 839
Metric Conversion in Vocational Education. Final Report. Volume II of Two Volumes. ED 134 840
Metrics for Alterations Specialist & Tailoring. ED 134 762
Metrics for Assistant Theatre Managers. ED 134 751
Metrics for Auto Mechanics. ED 134 783
Metrics for Automotive Merchandising, Petroleum Marketing. ED 134 775
Metrics for Aviation Electronics. ED 134 784
Metrics for Blueprint Reading. ED 134 767
Metrics for Broadcast Announcing. ED 134 752
Metrics for Child Care Aides. ED 134 763
Metrics for Cosmetology. ED 134 780
Metrics for Dental Assistants. ED 134 757
Metrics for Diesel Mechanics. ED 134 785
Metrics for Dietetic Technicians. ED 134 758
Metrics for Fire Service. ED 134 781
Metrics for Food Distribution. ED 134 776
Metrics for Food Preparation, Baking, Meat Cutting. ED 134 764
Metrics for Hard Goods Merchandising. ED 134 777
Metrics for Homemaker and Health Aides. ED 134 765
Metrics for Industrial Electronics, Radio-TV Repair, Audio Equipment Repair. ED 134 768
Metrics for Interior Design Assistants. ED 134 766
Metrics for Law Enforcement. ED 134 782
Metrics for Licensed Practical Nursing. ED 134 759
Metrics for Metal Patternmaking. ED 134 769
Metrics for Numerical Control Operators. ED 134 770
Metrics for Nurses Aides. ED 134 760
Metrics for Nursing (RN). ED 134 761
Metrics for Sheet Metal Working. ED 134 771
- Metrics for Small Appliance Repair, Major Appliance Repair.** ED 134 772
Metrics for Small Engine Repair. ED 134 786
Metrics for Soft Goods Merchandising. ED 134 778
Metrics for Stage Lighting Technology. ED 134 753
Metrics for Technical Theatre Assistant. ED 134 754
Metrics for Theatrical Costuming. ED 134 755
Metrics for Tool & Die Making. ED 134 773
Metrics for Transportation. ED 134 779
Metrics for Wastewater Technology. ED 134 756
Metrics for Welding and Cutting. ED 134 774
- Metropolitan Areas**
Negro Occupational Status and Education: Special Analysis under the 'Negro Employment in the Seven Southern SMSA's' Study. ED 134 705
- Mexican American History**
Focus: Chicano Literature. ED 134 986
- Mexican Americans**
Focus: Chicano Literature. ED 134 986
Houston Parent-Child Development Center. Final Report. ED 135 459
The Oral English of Mexican American Spanish-Speaking Students in a Monolingual and Bilingual School Setting: An Analysis of Syntactic and Morphological Development. ED 134 996
- Michigan**
Annual Report of the Michigan Commission on Indian Affairs, 1975. ED 135 555
Postsecondary Educational Needs in Michigan 1975. ED 135 283
Trends, Issues, and Policies for Graduate and Professional Education in Michigan. ED 135 307
- Microfilm**
Specifications for 16mm Microfilming of Library Card Catalogs. ED 135 349
- Microreproduction**
A National Preservation Program; A Working Paper. ED 135 394
- Microteaching**
The Effectiveness of Feedback in Minicourse/Microteaching in Improving Teaching Skills; A Review and Proposal for Further Studies. ED 135 343
- Middle Aged**
The Alpine Project (A Test of Three Techniques for Assisting Chronically Unemployable Older Workers). Final Report. ED 134 872//
Committee on Work and Personality in the Middle Years. Progress Report: June 1, 1974 to October 1, 1976. ED 135 700
- Middle Class**
The Social Bases for Illegal Behavior in the Student Community: First Year Report. ED 134 869//
- Middle East**
TEFL, Perceptions and the Arab World, with a Case Study of the University of Garyounis (Benghazi). ED 135 257
- Middle Schools**
From Inservice to Implementation: The Integrated Language Arts Curriculum for Middle School Level Students. ED 135 763

246 Subject Index

- Project ORDER: Organization for Responsibility, Dependability, Education and Reality. Evaluation Report 1974-75. ED 135 065
- Project ORDER: Organization for Responsibility, Dependability, Education and Reality. ED 135 066
- Migrant Child Education**
- Comparison of Language Experience Approach to Reading with a Conventional Reading Approach in Eight Summer Migrant Schools. Educational Reports: Migrant Education Research Report. ED 135 557
- Fill Swings--Feed Minds: Report of the Fiscal 1975 Program for the Education of Children of Migrant Farmworkers in New York State. ED 135 569
- Migrant Children**
- An Investigation of the Needs of Children in the Migrant Education Program in the State of Oklahoma. Summary Report. ED 135 552
- A State of the Field Study of Child Welfare Services for Migrant Children and Their Families Who are In-Stream, Home-Based, or Settled-Out. Literature Review. ED 135 562
- Migrant Education**
- Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Final Evaluation, 1975-76 Program Year. ED 135 508
- An Investigation of the Needs of Children in the Migrant Education Program in the State of Oklahoma. Summary Report. ED 135 552
- Migrant Welfare Services**
- A State of the Field Study of Child Welfare Services for Migrant Children and Their Families Who are In-Stream, Home-Based, or Settled-Out. Literature Review. ED 135 562
- Migrant Workers**
- The Aspirations of Young Migrant Workers in Western Europe. Educational Studies and Documents No. 21. ED 134 673
- Situational Study of Migrant Farmworkers in South Carolina. Research Bulletin No. 3. ED 135 558
- Migrant Youth**
- The Aspirations of Young Migrant Workers in Western Europe. Educational Studies and Documents No. 21. ED 134 673
- Migration Patterns**
- A Further Look at Nonmetropolitan Population Growth Since 1970. ED 135 520
- Geographical Mobility: March 1975 to March 1976. Current Population Reports, Population Characteristics, Series P-20, No. 305. ED 135 729
- Why Families Move: A Model of the Geographic Mobility of Married Couples. ED 135 697
- Milieu Therapy**
- Cultural-Milieu Counseling with Asian-American Students at a University Counseling Center. ED 134 863
- Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children. ED 135 164
- Military Personnel**
- Attitude Level and Performance on Intramodal and Intermodal Form Discrimination Tasks. Technical Report. ED 134 892
- The Effects of Group Competition Upon Student Performance. Technical Report 68-7. ED 134 884
- Honor Codes at the Service Academies. Hearings before the Subcommittee on Manpower and Personnel of the Committee on Armed Services. United States Senate. Ninety-fourth Congress, Second Session. ED 135 302
- Perceptions of Equal Opportunity and Race Relations Among Military Personnel. ED 135 928
- Military Schools**
- Honor Codes at the Service Academies. Hearings before the Subcommittee on Manpower and Personnel of the Committee on Armed Services. United States Senate. Ninety-fourth Congress, Second Session. ED 135 302
- Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. ED 135 285
- Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure A. Technical Report. ED 135 286
- Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure B. Review of Studies. ED 135 287
- Student Attrition at the Five Federal Service Academies. Departments of Defense, Commerce, and Transportation. Report to the Congress by the Comptroller General of the United States. Enclosure C. Characteristics of Academy Students. ED 135 288
- Military Service**
- Perceptions of Equal Opportunity and Race Relations Among Military Personnel. ED 135 928
- Military Training**
- The Returns to Military and Civilian Training. ED 134 711
- Milwaukee Bilingual Education Program**
- ESEA Title VII Bilingual/Bicultural Education Program; Programa de Educacion Bilingue/Bicultural 1975-1976. ED 135 823
- Mini Assessment of Functional Literacy**
- A Handbook of the Mini-Assessment of Functional Literacy--1974 and 1975; Functional Literacy Basic Reading Performance. ED 134 951
- Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance. ED 134 954
- Minimally Brain Injured**
- Absence of Lateral Dominance and Handedness in Children with Minimal Brain Dysfunction. ED 135 161
- Minimum Wage**
- To Amend Certain Federal Statutes to Enhance the Effectiveness of Job Training Programs in Penal Institutions. Hearing before the Subcommittee on Labor Standards of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session. ED 134 810
- Minneapolis Accountability Project**
- The Minneapolis Accountability Project: 1972-1976. Final Report. ED 135 832
- Minority Group Children**
- Ethnic Heritage Learning Resource Center. ED 135 932
- Minority Groups**
- Bachelor's Degrees Awarded to Minority Students 1973-74. Higher Education Panel Reports, Number 24. ED 135 299
- The GRE and the Minority Student: A Perspective. ED 135 827
- Minorities in the Youth Conservation Corps: A Study of Cultural Groups in the 1974 YCC Program. ED 135 653
- New York State Programs of Postsecondary Opportunity, 1973-1974; Comments and Recommendations of the Regents and Staff Analysis. ED 135 930
- Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report. ED 134 795
- Research and Reflections on Immersing Mainstream Student Teachers in Non-Mainstream Communities. ED 135 742
- Miscue Analysis**
- Assessing Reading Competency: A Psycholinguistic Perspective. ED 135 150
- A Psycholinguistic Analysis of Oral Reading Errors of Children with Learning Disabilities. ED 135 129
- Mobile Educational Services**
- Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Final Evaluation, 1975-76 Program Year. ED 135 508
- Mobility**
- Geographical Mobility: March 1975 to March 1976. Current Population Reports, Population Characteristics, Series P-20, No. 305. ED 135 729
- Models**
- The Analysis of Dominance Matrices: Extraction of Unidimensional Orders Within a Multidimensional Context. Technical Report No. 3. ED 134 903
- An Analytical Process Model for Cost-Effectiveness/Productivity Evaluations of Alternative Educational Programs. Technical Report No. 390 (Parts, 1, 2, and 3). ED 135 816
- Articulation for Allied Health. Final Report. Omnibus Dissemination Project. ED 134 820
- Developmental Eclecticism: An Integrated Approach to Evaluating and Programming for the Learning Disabled. ED 135 142
- Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report. ED 134 801
- The Educational Information Market Study. Study of Information Requirements in Education. ED 135 411
- The Effect of Serving as a Model of Self-Control on Subsequent Resistance to Deviation in Children. ED 135 492
- Generalized Effects of Modeled Self-Reinforcement Training. Final Report. ED 135 466
- Graphical Evaluation of Hierarchical Clustering Schemes. Technical Report No. 1. ED 134 926
- A Handbook of Bright Ideas: Facilitating Giftedness. ED 135 174
- Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida. ED 134 720
- A Model for Long Range Planning for Seminole Community College. ED 135 440
- Oklahoma Affective Education: A Resource Guide. ED 135 712
- Race, Sex and Schooling: Insights from the "Wisconsin Model" of Early Achievement Process. ED 135 897
- Student Accountability Model (SAM): Operations Manual. ED 135 443
- Why Families Move: A Model of the Geographic Mobility of Married Couples. ED 135 697

Modern Languages

Bibliographic Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction) Vol. 7, No. 4.

ED 135 243

Money Management

Budget Control Procedures and Methods for Evaluating the Unit Costs of Activities and Outputs of Higher Educational Institutions. Interim Report.

ED 135 280

Money Systems

A Study in West German Stabilization Policy, 1956-1974. German Studies Notes. First Draft.

ED 135 671

Montana

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.

ED 134 843

Moral Development

Attitudes of Elementary Teachers toward Valuing Education in the Classroom.

ED 135 730

The Effect of Serving as a Model of Self-Control on Subsequent Resistance to Deviation in Children.

ED 135 492

Standards of Fair Play in Same- and Mixed-Age Groups of Children.

ED 135 500

Moral Issues

The NSF Science Education Controversy: Issues, Events, Decisions.

ED 135 674

Moral Values

Student Rights, Decisionmaking, and the Law. Report No. 10

ED 135 269

Morphology (Languages)

On the Morphology of Transitivity and Intransitivity in Czech Verbs.

ED 135 221

Variantes morfosintacticas en el español de Tejas (Morphosyntactic Variants in the Spanish of Texas). *Lektos: Interdisciplinary Working Papers in Language Sciences*, Special Issue.

ED 135 256

Mother Attitudes

Values of Parenthood Among Women Who Want an Only Child.

ED 134 921

Mothers

A Methodology for Observation of the Childbirth Environment.

ED 135 502

Mothers of "Secure" Vs. "Insecure" Babies Differ Themselves Nine Months Later.

ED 135 495

Observational Data on the Psychological Experience of Childbirth.

ED 135 503

Motivation

The Effects of Group Competition Upon Student Performance. Technical Report 68-7.

ED 134 884

Relation of Properties of Causal Attribution and Success Feedback to Performance Efficiency.

ED 134 910

Self-Concept, Other Concept, and Attained Second Language Proficiency. *Lektos: Interdisciplinary Working Papers in Language Sciences*, Special Issue.

ED 135 228

Values of Parenthood Among Women Who Want an Only Child.

ED 134 921

Motorcycles

Motorcycle Training for California Driver Licensing Personnel. Final Report.

ED 134 696

Motor Vehicles

Metrics for Automotive Merchandising, Petroleum Marketing.

ED 134 775

Mount San Jacinto College

Management by Objectives; Measurable and Currently Unmeasurable Institutional Objectives and Achievements 1975-76.

ED 135 412//

Mouth Movements

Learning by Imitation in Infants and Young Children. Final Report.

ED 135 462

Movement Education

The Influences of Rudolf Laban.

ED 135 756//

Multidimensional Scaling

The Analysis of Dominance Matrices: Extraction of Unidimensional Orders Within a Multidimensional Context. Technical Report No. 3.

ED 134 903

Multiple Choice Tests

Teacher's Guide for Poor Simpleton, MC Format.

ED 135 258

Multiple Regression Analysis

The Development of Freshman English, Chemistry, and Mathematics Course Placement Procedures for Fall, 1975 Freshmen (University of Minnesota, Twin Cities Campus). *OSA Research Bulletin*, Vol. 17, No. 4.

ED 135 824

A New Yardstick for Comparing Achievement in Basic Skills.

ED 135 868

Some Empirical Evidence on the Comparability of School Unit Residuals Based on Achievement and Non-Achievement Variables.

ED 135 850

Multiply Handicapped

Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children.

ED 135 164

Teaching Dressing Skills to a Blind Multihandicapped Six Year Old.

ED 135 190

Multitrait Multimethod Techniques

The Convergent-Discriminant Matrix: Multitrait-Multimethod Logic Extended to Other Social Research Decisions.

ED 135 797

Multiunit Schools

A Definitional Field Study of Decision Making in IGE/MUS-E Schools. Technical Report No. 377.

ED 135 054

Museums

Report: Phase Two Complete. Museums and Education: Curriculum; Final Conference Report.

ED 135 685

Zooroom City: An "Action" Centered Museum in the Classroom.

ED 135 641

Music

Music for Children with Reading Learning Disabilities.

ED 135 134

Music Activities

Music for Children with Reading Learning Disabilities.

ED 135 134

Oregon Calls the Tune. *Oregon ASCD Curriculum Bulletin*, Vol. XXXI, No. 334.

ED 135 719

Music Education

Oregon Calls the Tune. *Oregon ASCD Curriculum Bulletin*, Vol. XXXI, No. 334.

ED 135 719

Narcotics

The Vietnam Drug User Returns. Final Report. Special Action Office Monograph, Series A, Number 2, May 1974.

ED 134 912

National Academy of Sciences

Federal Funding for Education Knowledge Production and Utilization: KPU Function, by Agency. R&D Systems Studies. Technical Report No. 2.

ED 135 784

National Assessment of Educational Progress

The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).

ED 135 838

Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.

ED 135 006

A Handbook of the Mini-Assessment of Functional Literacy-1974 and 1975; Functional Literacy Basic Reading Performance.

ED 134 951

Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.

ED 134 954

Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.

ED 135 839

What Students Know and Can Do: Profiles of Three Age Groups.

ED 135 846

National Commission on Resources for Youth

Day Care Youth Helper Program. Final Report of the National Commission on Resources for Youth.

ED 135 465

National Competency Tests

A Handbook of the Mini-Assessment of Functional Literacy-1974 and 1975; Functional Literacy Basic Reading Performance.

ED 134 951

Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.

ED 134 954

National Council of Teachers of Mathematics

Research Sections, Annual Meeting of the National Council of Teachers of Mathematics (55th, Cincinnati, Ohio, April 20-23, 1977). Mathematics Education Reports.

ED 135 670

National Endowment for the Arts

The National Endowment for the Arts Theatre Program: An Historical Analysis.

ED 135 036//

National Institute of Education

The Federal Role in Educational R & D.

ED 135 913

National Longitudinal Survey Hi Sch Class 1972

National Longitudinal Study of High School Seniors: An Agenda for Policy Research.

ED 135 818

National Norms

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: High School Norming and Standardization. Final Report.

ED 135 831

Recent Population Changes in Illinois. Community Resource Development (CRD)-2.

ED 135 563

National Organizations

How to Start a Public Broadcasting Station.

ED 135 039

National Park Service

Trends in Environmental Education, April/May/June 1975.

ED 135 643

National Programs

Open Learning Systems. A Report of the NAEB to the National Institute of Education.

ED 135 367

National Science Foundation

The NSF Science Education Controversy: Issues, Events, Decisions.

ED 135 674

National Surveys

Counselor Certification Requirements for the Fifty States of the United States.

ED 134 895

- Current Conditions and Perspectives in Physical Education and Sport in the United States of America. A Report to the United Nations Educational, Scientific and Cultural Organization by the United States Office of Education. ED 135 733
- Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report. ED 135 705
- Elementary Science Curriculum Implementation: As It Was and As It Should Be. ED 135 639
- Orientation Programs for New Teachers. ERS Report. ED 135 073//
- Salaries Paid Professional Personnel in Public Schools, 1976-77. Part II of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 135 110//
- Scheduled Salaries for Professional Personnel in Public Schools, 1976-77. Part I of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 135 109//
- Senior Centers: Report of Senior Group Programs in America. ED 134 885
- Statistical Highlights from the National Child Care Consumer Study. ED 135 460
- Status of Day Care in Canada 1976: A Review of the Major Findings of the National Day Care Study 1976. ED 135 488
- Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies. ED 135 839
- Wages and Salaries Paid Support Personnel in Public Schools, 1976-77. Part III of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 135 111//
- What Students Know and Can Do: Profiles of Three Age Groups. ED 135 846
- National Urban League**
The State of Black America 1977. ED 135 914
- Native Speakers**
Language Development Versus the Teaching of the Standard Language. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue. ED 135 255
- When [Native] Is [-Favorable]. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue. ED 135 254
- Natural Resources**
Investigating Your Environment: Teaching Materials for Environmental Education. ED 135 656
- Staff Handbook on Natural Gas. ED 135 637
- Navajo Community College**
Evaluation of Navajo Community College. Final Report -- June 1970. ED 135 546
- Navy**
Measurement of Reading Proficiency Among Navy Recruits. ED 135 847
- Nazism**
The Holocaust. ED 135 728
- Nebraska**
Nebraska's Official Civil Rights Agencies. A Report of the Nebraska Advisory Committee to the United States Commission on Civil Rights... ED 135 879
- Needs**
Aging: An Annotated Guide to Government Publications. The University of Connecticut Library Bibliography Series, Number 3. ED 134 909
- Needs Assessment**
Assessing Perceived Needs for Training Preservice Teachers, Inservice Teachers and Other Educational Personnel in Cooperative Teaching Centers. ED 135 779
- Assessment of Physical Facilities. A Phase II Report of the Facilities Study Committee. ED 135 093
- An Assessment of the Management Development Needs of De Anza College Administrators. ED 135 432
- Career Development Needs of Women. Survey. ED 134 796
- Communications and Rural Development. ED 135 517
- Communications in Rural Areas. Office of Planning and Policy. Office of Telecommunications Policy: A Staff Research Paper. ED 135 516
- Cultural-Milieu Counseling with Asian-American Students at a University Counseling Center. ED 134 863
- Evaluation of Navajo Community College. Final Report -- June 1970. ED 135 546
- Facilities Study Report to the Board of Education. Phase III. ED 135 094
- The Feasibility and Value of Broadband Communications in Rural Areas. A Preliminary Evaluation, April 1976. ED 135 515
- The First Year Teacher: Perceived Needs, Intervention Strategies and Results. ED 135 768
- Fortifying Higher Education: A Story of College Self Studies. ED 135 292
- The Impact of Federal Commodity Donations on the School Lunch Program. Department of Agriculture. Report to the Committee on Education and Labor, House of Representatives. ED 135 078
- An Investigation of the Needs of Children in the Migrant Education Program in the State of Oklahoma. Summary Report. ED 135 552
- Meadowfair Career Needs Assessment Survey. ED 134 797
- Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida. ED 134 720
- People's Need for Additional Job Training: Procedure for Assessment. ED 134 724
- People's Need for Additional Job Training: Development and Evaluation of an Assessment Procedure. ED 134 725
- PRICE Needs Assessment Study. Project PRICE Working Paper No. 7. ED 135 158
- Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part D - Report on Implementation of Decision-Oriented Evaluation Units in Consortium Agencies. ED 135 809
- Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report. ED 134 795
- Rural Development: Possibilities for Those Areas of Our Country That Are Chronically Poor. ED 135 522
- An Urban Student-Based Needs Assessment. ED 135 907
- When Pretesting Becomes Diagnosis: Making Individualized Instruction More Personal. ED 135 380
- Negative Forms (Language)**
Negative Incorporation in French and American Sign Language. ED 135 248
- Neglected Children**
Protective Services for Abused and Neglected Children and Their Families. A Guide for State and Local Department of Public Social Services on the Delivery of Protective Services. ED 135 171
- Negro Attitudes**
The State of Black America 1977. ED 135 914
- Negro Colleges**
Accelerated Educational Program, Voorhees College: A D E A P Evaluation. Final Report. ED 135 898
- Annual Statistical Report of the Member Institutions. ED 135 300
- The Moton Guide to American Colleges with a Black Heritage 1976-77. ED 135 290
- Negro Dialects**
The Readability of Grammatical Patterns for Black Inner City First Graders. ED 134 959//
- Negro Education**
Accelerated Educational Program, Voorhees College: A D E A P Evaluation. Final Report. ED 135 898
- Annual Statistical Report of the Member Institutions. ED 135 300
- Blacks on White College Campuses. ED 135 892
- The Desegregation Literature: A Critical Appraisal. ED 135 890
- The Moton Guide to American Colleges with a Black Heritage 1976-77. ED 135 290
- School Desegregation: A Report Card from the South. ED 135 902
- Trends in Black School Segregation, 1970-1974. Volume 1. ED 135 900
- Negro Employment**
Negro Occupational Status and Education: Special Analysis under the 'Negro Employment in the Seven Southern SMSA's' Study. ED 134 705
- Negroes**
Blacks in an Urban Environment: A Selected Annotated Bibliography of Reference Sources. ED 135 908
- Comparative Self-Esteem of Blacks and Whites in Segregated and Integrated Dyads. Technical Report No. 73-1. ED 134 856//
- Perceptions of Equal Opportunity and Race Relations Among Military Personnel. ED 135 928
- The State of Black America 1977. ED 135 914
- Negro History**
Blacks in an Urban Environment: A Selected Annotated Bibliography of Reference Sources. ED 135 908
- Negro Literature**
A Psychoanalytic Introduction to Reader Response to Racial Literature. ED 134 985//
- A Selected Black Reading List. ED 134 995
- Negro Role**
The State of Black America 1977. ED 135 914
- Negro Students**
The Black Child's Self-Concept Within the School Context. ED 135 740
- Trends in Black School Segregation, 1970-1974. Volume 1. ED 135 900
- Word Associations of Students at Predominantly White and Predominantly Black Colleges. ED 135 804
- Negro Youth**
Ecological Influences on Psycho-social Development of Black Children; Interim Progress Reports, Year II. ED 135 901
- Neighborhood Improvement**
Building Community. ED 135 707

Networks

- Annual Progress Report, 1975. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 10. ED 135 579
- Annual Progress Report, 1976. Southern Rural Development Center, Mississippi State University. SRDC Series Publication No. 15. ED 135 580

Neurolinguistics

- Maturational Stages in the Development of Communication Systems By the Child. San Jose State Occasional Papers in Linguistics, Vol. 1, November 1975. ED 135 222

Neurological Defects

- Follow-Up Note on a Case of Learning Disability Thirty Years Later. ED 135 130
- Research with QNST: A Review. ED 135 153

Neurologically Handicapped

- Research with QNST: A Review. ED 135 153

Nevada

- Information Profiles of Indian Reservations in Arizona, Nevada, and Utah. ED 135 547

New Jersey

- Survey of Consumer Education and Survey of Opinions of Secondary School Administrators Regarding Proposed Criteria for Consumer Education Programs in New Jersey Public Schools. ED 134 676

New Mexico (Dona Ana County)

- An Exploratory Study of Low Income Spanish-American Families in Dona Ana County, New Mexico: Their Marketing and Credit Practices. ED 135 560

Newsletters

- Council of Europe News-Letter 3/76. ED 135 607
- Science Education News, June 1976. ED 135 604
- Science Education News, September 1976. ED 135 605

News Media

- Congressional Television: Attempts to Implement Televised Coverage of the U.S. Congress. ED 135 018

Newspapers

- Circulation Price Elasticity in the Daily Newspaper Industry. ED 134 991
- Community and Organizational Determinants of Press Performance: Secondary Analyses of the New England Survey Data. ED 134 989
- Trends in the Newspaper Budget. ED 134 990

News Reporting

- Real and Ideal Television News Images: A Q-Analysis. ED 135 038//
- Wisconsin Radio and Television Agricultural Market News Programming. Wisconsin Agricultural Extension Service Research Report No. R2615, April 1974. ED 135 528

New York

- Fill Swings--Feed Minds: Report of the Fiscal 1975 Program for the Education of Children of Migrant Farmworkers in New York State. ED 135 569
- Handbook on Examinations: Elementary, Secondary and Continuing Education. ED 135 833
- New York State Programs of Postsecondary Opportunity, 1973-1974; Comments and Recommendations of the Regents and Staff Analysis. ED 135 930
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5: Alkanes Preparations and Reactions. ED 135 585
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Organic Chemistry Self Instructional Package
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Organic Chemistry Self Instructional Package
8: Alkenes-Preparations. ED 135 588
Organic Chemistry Self Instructional Package
9: Alkenes-Reactions 1. ED 135 589
Organic Chemistry Self Instructional Package
10: Alkenes-Reactions 2. ED 135 590
Organic Chemistry Self Instructional Package
11: Stereochemistry 2. ED 135 591
Organic Chemistry Self Instructional Package
12: Alkynes. ED 135 592
Organic Chemistry Self Instructional Package
13: Dienes. ED 135 593
Organic Chemistry Self Instructional Package
14: Cyclic Compounds. ED 135 594
Organic Chemistry Self Instructional Package
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The Relationship Between Quality of Employment
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White Workers. ED 134 889
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Against Employment Service Criteria. Final Report.
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Effectiveness. ED 134 880
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Against Employment Service Criteria. Final Report.
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A Directory of Rural Organizations. ED 135 567
The Effect External Agencies and Groups Have
on the Operation of Central Florida Community
College. ED 135 426
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and Direction. ED 135 774
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Parent Education

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Parenthood Education

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Parent Influence

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Helping Your Children Discover. ED 134 947

Twenty-eight Ways to Help Your Child Be a Better Reader. ED 134 967//

The Use of Parent Input in Program Evaluation: One Parameter in Day Cares Current Crisis. ED 135 140

Parent Resources

Everyday Enrichment for Gifted Children at Home and School. ED 135 192

Parent Role

Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model. ED 135 151

The Deaf-Blind Child and the Nutritionist, the Social Worker, and the Public Health Nurse. Proceedings. ED 135 201

Everyday Enrichment for Gifted Children at Home and School. ED 135 192

The Roles of Parents, Teachers, and Administrators in Programs for the Deaf-Blind. ED 135 196

Parents

Clinician and Parent: Partners for Change. ED 135 138

Parent School Relationship

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Parent Teacher Cooperation

Clinician and Parent: Partners for Change. ED 135 138

Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model. ED 135 151

Individualized Health Incentive Program Modules for Physically Disabled Students in Grades Kindergarten Through Twelve. ED 135 793

Parochial Schools

The Saint Giles LD Identification Project. ED 135 136

Partially Balanced Incomplete Block Designs
The Use of PBIB Designs in Educational Evaluation. ED 135 834

Participant Involvement

Group Interaction Analysis for Improvement of Classroom Discussion. ED 135 745

Participant Satisfaction

Aspects of Vouchered WIN Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program. ED 134 712

Implications for Subsequent Conferences: Suggestions Drawn from Critique Information and Similar Experiences. No. 151. ED 135 734

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Participation

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Patients (Persons)

Communication between Doctors and Patients. ED 135 023//

Patternmaking

Metrics for Metal Patternmaking. ED 134 769

Peer Groups

The Utilization of the Time Extended Group Experience in Counselor Education Practicum Training. ED 134 918

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Children's Interactions in Open Versus Traditional Settings. ED 135 468

The Effect of a Social Perspective-Taking Training on Role-Taking Ability and Social Interaction in Preschool and Elementary School Children. ED 135 490

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ED 134 910

Performance Based Education

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ED 135 056
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- Decision-Making Theory and University Advancement. ED 135 295
- Education and Human Resources Research at Rand. ED 134 807
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ED 135 166

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ED 135 352

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ED 135 684

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ED 135 350

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Public Relations

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Radio: Your Publics Are Listening!
ED 135 082//

Public School Systems

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ED 134 873//

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ED 134 874//

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ED 134 875//

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ED 135 027//

Public Support

Support for Economic Growth and Environmental Protection 1973-1975.
ED 135 684

Public Television

Corporation for Public Broadcasting: Mission and Goals, Tasks and Responsibilities.
ED 135 395

How to Start a Public Broadcasting Station.
ED 135 039

Publishing Industry

Circulation Price Elasticity in the Daily Newspaper Industry.
ED 134 991

Public Printing.
ED 135 370

Puerto Ricans

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ED 135 910

Punctuation

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ED 135 007//

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ED 134 987

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ED 135 137

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ED 135 882

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ED 134 705

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ED 134 889

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ED 135 804

Racial Discrimination

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ED 135 887

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ED 134 705

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ED 135 888

Racial Integration

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ED 135 740

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ED 135 890

Racial Segregation

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ED 135 086

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ED 135 085

Racism

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ED 134 985//

Radio

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ED 135 018

- How to Start a Public Broadcasting Station.
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Rand Corporation

- Education and Human Resources Research at Rand.
ED 134 807

Rape

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ED 134 916

Rasch Model

- Optimum Range of Difficulty for Linking Items.
ED 135 802

Rasch Simple Logistic Model

- Computerized Achievement Testing Using the Simple Logistic Model.
ED 135 853

Rating Scales

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ED 135 503

- A System for Describing and Evaluating Criterion-Referenced Tests.
ED 135 840

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ED 135 828

Reaction Time

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ED 135 472

- Verbal Processing Reaction Times in "Normal" and "Poor" Readers.
ED 135 155

Reactive Behavior

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ED 135 777

Readability

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Reading

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ED 134 952

ED 134 980

ED 134 927

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ED 134 937

ED 134 936

ED 135 155

ED 135 141

ED 134 956

ED 135 218

ED 135 240

ED 134 923//

ED 135 924

ED 134 922//

ED 134 937

ED 134 925

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School Improvement

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Science Laboratories

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Sciences

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Scientists

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Scotland

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Scripts

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Secondary Education

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- Intermediate Mathematics, Student's Text, Part II, Unit 18. ED 135 626
- Intermediate Mathematics, Teacher's Commentary, Part I, Unit 19. ED 135 627
- Intermediate Mathematics, Teacher's Commentary, Part II, Unit 20. ED 135 628
- Introduction to Matrix Algebra, Student's Text, Unit 23. ED 135 631
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Secondary Schools

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Secondary School Science

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- Social Issues in Science Curricula. ED 135 601
- Ways to Bring a "Far Out" Subject SPACE BIOLOGY Into the Classroom. ED 135 603

Secondary School Students

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Secondary School Teachers

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- Self Concept**
- The Black Child's Self-Concept Within the School Context. ED 135 740
- Dimensions of Self-Concept in Preschool Children. ED 135 498
- The Intellectually Gifted Student: His Nature and His Needs. ED 135 173
- The Relationship of Scores on Three Personality Assessment Instruments to Reading Levels. ED 134 952
- Self-Concept, Other Concept, and Attained Second Language Proficiency. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue. ED 135 228
- Self Concept Tests**
- Assessing Preschoolers' Self-Concept: Validation Revisited. ED 135 817
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- The Effect of Serving as a Model of Self-Control on Subsequent Resistance to Deviation in Children. ED 135 492
- Self Directed Classrooms**
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- Self Fulfilling Prophecy**
- The Self-Fulfilling Prophecy: An Adaptation. ED 135 464
- Semantic Acquisition**
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- Development of a Behavioral Affective Relationship Scale for Encounter Research. ED 134 900
- The Utilization of the Time Extended Group Experience in Counselor Education Practicum Training. ED 134 918
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ED 135 265

State History

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ED 135 687

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ED 135 313

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State Officials

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Rural Sociology in Poland.

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ED 135 914

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ED 134 672

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ED 135 569

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ED 135 833

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ED 135 061

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ED 135 171

State Administration of Bilingual Education - Si o No?

ED 135 226

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ED 135 209

Using Anchor Test Study Tables in State Assessment Programs.

ED 135 842

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ED 134 685

State School District Relationship

Governance of Elementary and Secondary Education. An Occasional Paper.

ED 135 070//

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ED 135 442

State Standards

The Case Against Competency Based Education.

ED 135 056

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ED 134 895

Postsecondary Education and "The Best Interests of the People of the States."

ED 135 266

Proceedings of a Conference on "Educational Reform: The Role of Competency Based Education."

ED 135 061

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ED 135 089

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ED 134 685

State Surveys

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ED 135 381

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ED 135 416

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ED 135 421

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ED 135 417

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ED 135 427

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ED 134 960//

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ED 135 444

State Universities

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ED 135 317

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ED 135 318

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ED 135 313

State University of New York

Regionalism and State University of New York, 1972-76.

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ED 135 284

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ED 135 263

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- ED 135 307
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ED 134 819
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ED 134 818
- Statistical Analysis**
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ED 134 903
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ED 135 837
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ED 135 321
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ED 135 859
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ED 135 854
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ED 134 926
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ED 135 860
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ED 135 851
A New Methodology for Research in the Schools and Universities - Nonparametric Analysis of Trend.
ED 135 645
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ED 135 375
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ED 135 826
Work Estimate at an Information Center.
ED 135 363
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ED 135 813
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ED 135 352
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ED 135 563
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ED 135 488
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ED 135 900
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ED 135 904
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ED 135 361
People's Need for Additional Job Training: Procedure for Assessment.
ED 134 724
- Report for Florida Community Colleges, 1975-76.
ED 135 430
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ED 135 460
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ED 135 340
- Statistics**
Admissible Scoring Systems for Continuous Distributions.
ED 135 799
- Stenography**
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ED 135 007//
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ED 134 731
- Stephenson Q Methodology**
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ED 135 038//
- Stimulus Behavior**
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ED 135 504
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Age-Related Changes in the Relationship Between Visual Stimulus Intensity and Directional Finger Movements in Infants.
ED 135 504
- Stochastic Approximation**
Choosing Minimum Passing Scores by Stochastic Approximation Techniques.
ED 135 837
- Story Reading**
Assessing the Difficulty Level of Student-Authored Materials in the Primary Grades: Vocabulary and Sentence Structure Procedures for Classroom Use.
ED 135 001//
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ED 135 486
- Stranger Reactions**
Mothers of "Secure" Vs. "Insecure" Babies Differ Themselves Nine Months Later.
ED 135 495
- Strong Campbell Interest Inventory**
Construct Validity of Four Vocational Interest Factors.
ED 135 845
The Strong-Campbell's AOR Scale and Academic Achievement in College.
ED 135 819
- Structural Analysis**
Strategies for Identifying Words: A Workbook for Teachers and Those Preparing to Teach.
ED 134 976//
Structured Key-Word Analysis.
ED 135 829
- Structural Linguistics**
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ED 135 144
- Student Ability**
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ED 135 309
- Student Accountability Model**
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ED 135 443
- Student Alienation**
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ED 135 431
- Student Attitudes**
Academic Ideology and the Post-activist Generation: Students' Reactions to the University.
ED 135 716
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ED 135 544
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ED 135 231
Classroom Organization and the Quality of School Life. Report No. 215.
ED 135 041
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ED 135 317
College Student Perceptions. 1975 Freshmen Academic and Career Attitudes and Expectations.
ED 135 318
Correlates of Children's Patterns of Activity in "Garden Variety" Open Classrooms.
ED 135 496
Counseling-Learning: A Practical Application in FL Learning.
ED 135 250
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ED 135 705
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ED 135 855
The Effects of Cognitive Style, Task Structure, and Task Setting on Student Outcomes--Cognitive and Affective.
ED 135 781
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ED 134 920
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ED 134 999//
Office Occupations' Curriculum for the Male Community College Student.
ED 134 817
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ED 135 065
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ED 135 066
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ED 134 945
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ED 135 210
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ED 135 228
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ED 134 984
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ED 135 402
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ED 134 868
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ED 135 496
Final Report of the Task Force on Educational Programs for Disruptive Youth.
ED 135 102
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ED 135 285

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ED 135 286

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ED 135 324

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ED 135 822

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ED 135 167

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ED 135 185

Student Evaluation of Teacher Performance

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ED 134 712

The Effect of Written and Oral Student Evaluative Feedback and Selected Teacher and Student Demographic and Descriptive Variables on the Attitudes and Ratings of Teachers and Students.

ED 135 855

Student Exchange Programs

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ED 135 264

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ED 134 845

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ED 135 262

Student Interests

Relationships Among Animal Identifications, Learning Preferences, Reading, and Reading Related Abilities.

ED 134 945

Student Loan Programs

Guaranteed Student Loan Amendments of 1976. Ninety-fourth Congress, Second Session. Report No. 94-1232.

ED 135 264

Student Motivation

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ED 135 231

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ED 135 466

Preparing Teachers to Elicit Behavioral Objectives from Students.

ED 135 759

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ED 135 210

The Self-Fulfilling Prophecy: An Adaptation.

ED 135 464

Student Needs

Person-Environment Transactions in Elementary Counseling and Noncounseling Settings.

ED 134 849

An Urban Student-Based Needs Assessment.

ED 135 907

Student Opinion

Aspects of Vouchered WIN Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program.

ED 134 712

College Student Perceptions, 1975 Freshmen Academic and Career Attitudes and Expectations.

ED 135 318

Student Evaluation of College Teaching Behaviors (SECTB) Instrument: An Investigation of Factor Structure Stability.

ED 134 868

A Study of the Graduation Attendance Policy at Ocean County College.

ED 135 450

Student Organizations

Course Development--DECA. Final Report.

ED 134 747

Student Participation

An Analysis of the Results of a Student Questionnaire Evaluation of a Ninth-Grade Language Arts Minicourse Program.

ED 135 000//

Student Personnel Services

Identification of Effective Concepts and Practices in Placement and Follow-Up Services and Incorporation into Pre and/or Inservice Training of Local Personnel to Implement Local Placement and Follow-Up Efforts. Technical Report.

ED 134 804

Student Placement

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ED 134 865

The Georgetown Adolescent Intervention Team: Tri-State Technical Assistance and Training Project.

ED 135 165

Identification of Effective Concepts and Practices in Placement and Follow-Up Services and Incorporation into Pre and/or Inservice Training of Local Personnel to Implement Local Placement and Follow-Up Efforts. Technical Report.

ED 134 804

Pupil Progression Plan for the Dade County Public Schools, 1977.

ED 135 089

Student Promotion

Pupil Progression Plan for the Dade County Public Schools, 1977.

ED 135 089

Student Reaction

Academic Ideology and the Post-activist Generation: Students' Reactions to the University.

ED 135 716

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ED 135 000//

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ED 135 864

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The Effects of the Family Educational Rights and Privacy Act of 1974 Upon Employers' Perceived Value of Student Credentials. Educational Policy Systems.

ED 134 881

Implementing Uniform Suspension Procedures in the Broward County, Florida School System.

ED 135 100

Student Recruitment

Blacks on White College Campuses.

ED 135 892

Student Rights

Student Rights, Decisionmaking, and the Law. Report No. 10

ED 135 269

Student Role

The Effects of a Community Service-Oriented Curriculum on Alienation, Perceived Student Role and Course Satisfaction in Community College Students.

ED 135 431

Report on Student Services and Activity Fee Policies at Four-Year Public Institutions of Washington. A Response to House of Representatives Resolution 1976-66. Report No. 77-12.

ED 135 313

Students

Optimum Selection and Recruitment Problem for Student Academic Groups Process.

ED 134 908//

Student School Relationship

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ED 135 041

Student Teacher Ratio

South Carolina First Grade Pilot Project 1975-76: The Effects of Class Size on Reading and Mathematics Achievement. Office of Research Report Series Volume 1/Number 26.

ED 135 072

Student Teacher Relationship

The Black Child's Self-Concept Within the School Context.

ED 135 740

A Description of Teacher-Student Interaction from a Developmental Perspective.

ED 135 033//

The Effect of Written and Oral Student Evaluative Feedback and Selected Teacher and Student Demographic and Descriptive Variables on the Attitudes and Ratings of Teachers and Students.

ED 135 855

Improving the Teacher's Awareness of Nonverbal Communication in the Classroom.

ED 135 777

Program Models. State Task Force on Educational Programs for Disruptive Youth.

ED 135 115

Student Teachers

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ED 135 776

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ED 135 772

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ED 135 782

Professional Judgment as a Criterion Variable in Pre-Service Teacher Education Research.

ED 135 761

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ED 135 343

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ED 135 739

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ED 135 742

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ED 135 839

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Interactive Computing and DIME for the Analysis of Pupil Assignment Alternatives.

ED 135 103

Subject Index Terms

Checklist of Abbreviations and Acronyms in the Physics Literature.

ED 135 634

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ED 135 750

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ED 134 693

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ED 135 207//

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ED 135 780

Summer Programs

College Bound Program; Summer 1975.

ED 135 918

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ED 135 763

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Government in the Sunshine.

ED 135 022

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ED 134 813

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ED 134 907//

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Fill Swings--Feed Minds: Report of the Fiscal 1975 Program for the Education of Children of Migrant Farmworkers in New York State.

ED 135 569

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ED 135 675

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ED 135 233

Surface Grinder Operators

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ED 134 735

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ED 135 730

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ED 135 657

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ED 135 651

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ED 135 267

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ED 135 612

The State of Black America 1977.

ED 135 914

Suspension

Alternatives to Suspension.

ED 135 114//

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ED 135 100

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ED 134 963

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ED 135 720

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ED 135 549

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ED 134 977

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ED 135 501

Symbolism

Ethnicity and Identity in Northeastern Oklahoma.

ED 135 576

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ED 134 972

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ED 135 251

The Development of the Full Passive.

ED 135 224

Investigating Comprehension in Real World Tasks: Understanding Jury Instructions.

ED 135 239

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ED 135 223

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ED 135 256

Synthesis

- Science & Religion: A Syncretic Approach.
ED 134 848

Systems Analysis

- Delivery of Educational Services for the Learning Disabled: A Systematic Approach.
ED 135 139
- A Study of Child Variance, Volume 3: The Future: Conceptual Project in Emotional Disturbance.
ED 135 122

Systems Approach

- Methodological Issues in Evaluating Organizational Effectiveness.
ED 134 880
- The Relationship Between Quality of Employment and Job Satisfaction Among Black and White Workers.
ED 134 889
- Systems Approach. Summary Report of the Lake Okoboji Educational Media Leadership Conference (13th, Iowa Lakeside Laboratory, Milford, Iowa, August 20-24, 1967).
ED 135 353
- Systems Approach to Evaluation.
ED 135 736
- Systems Approach to In-Service Education.
ED 135 737

Systems Development

- The Opening of Admissions: The Case of the State University of Agape System.
ED 135 319
- A Survey and Analysis of Military Computer-Based Training Systems: A Two Part Study. Volume I: A Survey and Annotated Bibliography of Authoring Aids for Instructional Systems Development.
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- ED 135 135
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- ED 134 924
- Teacher Educators**
Towards Excellence in Elementary Education; A Program for Improving the Professional Growth Opportunities for Elementary Teaching Personnel.
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- Teacher Evaluation**
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Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education. Technical Report No. 9.
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- ED 135 380
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- ED 135 794
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- Teacher Motivation**
When Pretesting Becomes Diagnosis: Making Individualized Instruction More Personal.
- ED 135 380
- Teacher Orientation**
The First Year Teacher: Perceived Needs, Intervention Strategies and Results.
- ED 135 768
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- ED 135 866
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- ED 135 798
- Teacher Qualifications**
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The Societal Future and Teaching.
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- Teacher Role**
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- ED 135 870
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- ED 135 147
The Roles of Parents, Teachers, and Administrators in Programs for the Deaf-Blind.
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- ED 135 773
- Teacher Selection**
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- ED 135 074
- Teacher Supervision**
A Factor-Analytic Validity Study of the Blumberg-Amidon "Teacher Perceptions of Supervisor-Teacher Conferences" Instrument.
- ED 135 866
- Teacher Supply and Demand**
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- ED 134 686
- Teaching**
Learning to Teach: Some Resources for Graduate Students or People Wishing to Help Graduate Students.
- ED 135 709
- Teaching Experience**
The First Year Teacher Study
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ON-SITE: Oklahoma Nucleus for School Involvement in Teacher Education.
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- Teaching Guides**
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- Teaching Children How to Think; Synthesis, Interpretation and Evaluation of Research and Development on Creative Problem Solving. ED 135 889
- Teaching Children to Become More Critical Consumers of Television. ED 135 333
- A Teaching Experience with the Suggestopaedic Method. Reports, Studies, Conferences: Round Table with Dr. Lozanov. ED 135 207//
- Teaching Social Problems: A Review and Discussion of Possible Approaches. ED 135 717
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- Teaching Quality**
- Instructional Quality as a Function of Locale, Grade, and Subject. ED 135 771
- Teaching Skills**
- A Competency Based Teacher Training Program in Learning Disabilities. ED 135 124
- A System for Identifying Professional Teaching Competencies of Vocational-Technical Teachers: A Report. ED 134 749
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- Teaching Styles**
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- Teaching Techniques**
- Cognitive Complexity and Its Relationship to the Classroom Cognitive Behavior of Teachers. ED 135 770
- The Family Development Research Program: With Emphasis on the Children's Center Curriculum. ED 135 484
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- Technical Education**
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- Baseline Data for Teacher Education. Final Report. ED 134 686
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- Revised Recommendation Concerning Technical and Vocational Education. ED 134 680
- Software for Performance Training Carrel. ED 135 393
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- Technical Institutes**
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- Television Repairmen**
- Metrics for Industrial Electronics, Radio-TV Repair, Audio Equipment Repair. ED 134 768
- Television Research**
- Cognitive Processes for Evaluating the Credibility of Television Content. ED 135 329

Content Attended to in Evaluating Television's Credibility.

ED 135 330

Factors Which Predict the Credibility Ascribed to Television.

ED 135 332

Immunizing Children Against the Possible Antisocial Effects of Viewing Television Violence: A Curricular Intervention.

ED 134 983//

Knowledge of the Television Industry and Relevant First-Hand Experience.

ED 135 334

Overview of the Project. [Credibility of Television Content].

ED 135 331

Television Viewing

Cognitive Processes for Evaluating the Credibility of Television Content.

ED 135 329

Factors Which Predict the Credibility Ascribed to Television.

ED 135 332

Habituation and Sensitization to Filmed Violence.

ED 134 890

Immunizing Children Against the Possible Antisocial Effects of Viewing Television Violence: A Curricular Intervention.

ED 134 983//

Influence of Visual Domain on Score Decline: Some Conjectures.

ED 135 369

Overview of the Project. [Credibility of Television Content].

ED 135 331

Teaching Children to Become More Critical Consumers of Television.

ED 135 333

Tennessee

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ED 135 442

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ED 134 829

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ED 135 242

Test Construction

Assessing Writing Ability of ESL College Freshman.

ED 135 247

Creating Domain-Referenced Tests by Computer.

ED 135 852

A Guide to Questionnaire Development. Working Paper No. 33.

ED 135 825

Illustrative Examples of the Development and Interpretation of Hierarchical Tests in the Field of Learning Disabilities.

ED 135 145

Measuring Problem Solving Skills and Processes in Elementary School Children.

ED 135 807

A Methodology for Observation of the Childbirth Environment.

ED 135 502

Motorcycle Training for California Driver Licensing Personnel. Final Report.

ED 134 696

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ED 134 678

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Use of Performance Models in Developing Standardized Tests.

ED 135 836

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ED 135 145

Microcomputer Controlled, Interactive Testing Terminal Development.

ED 135 388

On the Relationship of Sociolinguistics and Speech Pathology.

ED 135 242

Rubella Deaf-Blind Child: Implications of Psychological Assessment. Proceedings.

ED 135 197

Testing Problems

Effects of Testing Style on Language Scores of Four-Year-Old Low-Income "Control" Children in Intervention Projects.

ED 135 485

Testing Programs

Basic Skills: What Competencies Shall Be Measured and How?

ED 135 858

Handbook on Examinations: Elementary, Secondary and Continuing Education.

ED 135 833

The Objective-Referenced Measure in Mathematics for Delaware Grade Four Students. Final Report.

ED 135 848

A Survey of Occupational Licensing and Certification Procedures.

ED 134 691

Testing Styles

Effects of Testing Style on Language Scores of Four-Year-Old Low-Income "Control" Children in Intervention Projects.

ED 135 485

Test Interpretation

Communicating Test Results: A Training Guide. Final Report.

ED 134 853//

A Comparison of Ipsative and Normative Procedures in the Study of Cognitive Preferences.

ED 135 875

Teacher's Guide for Poor Simpleton, MC Format.

ED 135 258

Test Linking

Optimum Range of Difficulty for Linking Items.

ED 135 802

Test of Problem Solving Skills

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ED 135 807

Test Reliability

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ED 135 231

Computerized Achievement Testing Using the Simple Logistic Model.

ED 135 853

The Development of a Computerized System for the Estimation of Reliability for Measurement Systems Employing Interval or Ratio Data.

ED 135 854

Effects of Testing Style on Language Scores of Four-Year-Old Low-Income "Control" Children in Intervention Projects.

ED 135 485

A Factor-Analytic Validity Study of the Blumberg-Amidon "Teacher Perceptions of Supervisor-Teacher Conferences" Instrument.

ED 135 866

Test Results

The Objective-Referenced Measure in Mathematics for Delaware Grade Four Students. Final Report.

ED 135 848

Test Reviews

The Appropriateness of Criterion-Referenced Tests for Evaluation Studies.

ED 135 841

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Tests

The Construction of an Instrument to Measure Proportional Reasoning Ability of Junior High Pupils.

ED 135 616

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ED 135 614

Measuring Problem Solving Skills and Processes in Elementary School Children.

ED 135 807

Verbal Communications Competencies, K-6.

ED 134 997

Test Score Decline

Declines in Standardized Test Scores Among Secondary School Students. ERS Information Aid.

ED 135 803//

Test Scoring Machines

Microcomputer Controlled, Interactive Testing Terminal Development.

ED 135 388

Tests of Significance

Nesting, Crossing, Type IV Errors, and the Role of Statistical Models.

ED 135 851

Test Validity

Assessing Preschoolers' Self-Concept: Validation Revisited.

ED 135 817

Computerized Achievement Testing Using the Simple Logistic Model.

ED 135 853

A Factor-Analytic Validity Study of the Blumberg-Amidon "Teacher Perceptions of Supervisor-Teacher Conferences" Instrument.

ED 135 866

National Program for the Evaluation of Primary Care. Physician's Assistants. Final Report.

ED 134 678

The Relationship Between the Cognitive, Conceptual, Emotional, and Perceptual-Motor Development in Disadvantaged Kindergartners.

ED 135 463

Validation of the Management Audit Survey Against Employment Service Criteria. Final Report.

ED 134 714

Texas

Sports Finances in Small Texas High Schools: Statistical Measures to Serve as Athletic Budget-Making Guidelines and Evaluation Criteria.

ED 135 564

Texas School Finance: Past, Present & Future.

ED 135 057

Textbook Bias

Stereotypes, Distortions and Omissions in U.S. History Textbooks.

ED 135 905

Textbook Content

Teaching Social Problems: A Review and Discussion of Possible Approaches.

ED 135 717

Textbook Evaluation

Stereotypes, Distortions and Omissions in U.S. History Textbooks.

ED 135 905

Textbooks

Elementary Functions, Student's Text, Unit 21.

ED 135 629

First Course in Algebra, Student's Text, Part I, Unit 9.

ED 135 617

First Course in Algebra, Student's Text, Part II, Unit 10.

ED 135 618

Geometry, Student's Text, Part II, Unit 14.

ED 135 622

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ED 135 621

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ED 135 625

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ED 135 626

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T Groups

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Theater Arts

- Metrics for Assistant Theatre Managers. ED 134 751
 Metrics for Broadcast Announcing. ED 134 752
 Metrics for Stage Lighting Technology. ED 134 753
 Metrics for Technical Theatre Assistant. ED 134 754
 Metrics for Theatrical Costuming. ED 134 755
 The National Endowment for the Arts Theatre Program: An Historical Analysis. ED 135 036//
 Scene Design and Audience Analysis. ED 135 030

Theories

- Affective Behavior in Preschool Children. Final Report. ED 135 162
 Affective Development in the Normal and Handicapped Preschool Child. Summary Report. Review and Recommendations. ED 135 163
 Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation. ED 135 507
 Emotional Disturbance. Can Emotionally Disturbed Students Be Integrated? An In-Depth Review of the Pertinent Literature. ED 135 176
 Social Reform Groups and Law Reformers. Institute for Research on Poverty Discussion Papers. ED 135 896
 A Study of Child Variance, Volume 2: Interventions; Conceptual Project in Emotional Disturbance. ED 135 121
 Theoretical and Practical Implications of the Different Meanings of Unequal Access to Education. ED 135 513//

Thermodynamics

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Thought Processes

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 Frameworks for Comprehending Discourse. Technical Report No. 12. ED 134 935
 Thought, Sex, and Language: The Sapir-Whorf Hypothesis as Implicit Ideology and Rhetorical Strategy in the American Women's Movement. ED 135 025

Tibet

- Tibet's Role in Inner Asia. Teaching Aids for the Study of Inner Asia, No. 2. ED 135 725

Time Blocks

- Two Hour Vocational Classes at the Laurel County Area Vocational School. Final Report. ED 134 701

Time Shortened Degree Programs

- Prediction, Performance, and Promise: Perspective on Time-Shortened Degree Programs. ED 135 303

Token Economy

- Generalization within the Token Economy Format: Methods and Issues. ED 134 862
 Implementing Behavior Modification Procedures in an Elementary School: Problems and Issues. ED 135 762

Tool and Die Makers

- Metrics for Tool & Die Making. ED 134 773

Trade and Industrial Education

- Development of Instructional Materials for Industrial Arts Education in North Dakota. Final Report. Research Series No. 47. ED 134 822
 Instruction: Cable and Slow-Scan. Workshop. ED 135 372
 Metrics for Blueprint Reading. ED 134 767
 Metrics for Industrial Electronics, Radio-TV Repair, Audio Equipment Repair. ED 134 768
 Metrics for Metal Patternmaking. ED 134 769
 Metrics for Numerical Control Operators. ED 134 770
 Metrics for Sheet Metal Working. ED 134 771
 Metrics for Small Appliance Repair, Major Appliance Repair. ED 134 772
 Metrics for Tool & Die Making. ED 134 773
 Metrics for Welding and Cutting. ED 134 774
 Stationary Engineering. Science 2. Teachers Guide. ED 134 819
 Stationary Engineering. Science Manual-2. ED 134 818

Traffic Safety

- Motorcycle Training for California Driver Licensing Personnel. Final Report. ED 134 696

Training Objectives

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 Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part E - Report Synthesizing Evaluation of Development and Implementation of Model Training Program. ED 135 810

Training Techniques

- Communicating Test Results: A Training Guide. Final Report. ED 134 853//
 Rape Crisis Counseling. ED 134 916
 Training the Hard-to-Employ in Job-Required Behavioral Skills: Group Counseling Materials. ED 134 859//
 The Utilization of the Time Extended Group Experience in Counselor Education Practicum Training. ED 134 918

Transfer of Training

- Generalization within the Token Economy Format: Methods and Issues. ED 134 862

Transfer Students

- IN-ED, Volume 1, No. 1, January 1974. ED 135 614

Transformations (Language)

- The Development of the Full Passive. ED 135 224

Translation

- That Which Is Lost in Translation. ED 134 949

Transportation

- Directory of Transportation Education. ED 135 668
 Metrics for Transportation. ED 134 779

Trend Analysis

- Baseline Data for Teacher Education. Final Report. ED 134 686
 A New Methodology for Research in the Schools and Universities - Nonparametric Analysis of Trend. ED 135 645
 A Study of Child Variance, Volume 3: The Future; Conceptual Project in Emotional Disturbance. ED 135 122
 Trends in Hispanic Segregation 1970-1974, Volume II.

ED 135 904

Trigonometry

- Intermediate Mathematics, Student's Text, Part II, Unit 18. ED 135 626
 Intermediate Mathematics, Teacher's Commentary, Part II, Unit 20. ED 135 628

Trustees

- General Policies of the Utah State Board of Regents Governing the Utah System of Higher Education 1969-1976. ED 135 306

Tuition

- Financial Report, Fiscal Year Ended June 30, 1976. ED 135 415

TUTOR

- The Tutor Training Course: Lessons Learned. ED 135 377

Tutorial Programs

- Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Final Evaluation, 1975-76 Program Year. ED 135 508
 The New York Times Information Bank in an Academic Environment and a Computer-Assisted Tutorial for its Non-Specialist Users. ED 135 373

Tutoring

- H.R. 1986: A Bill to Amend the Education of the Handicapped Act to Provide Tutorial and Related Instructional Services for Homebound Children Through the Employment of College Students, Particularly Veterans, and Other Students Who Themselves are Handicapped. ED 135 181

Type IV Error

- Nesting, Crossing, Type IV Errors, and the Role of Statistical Models. ED 135 851

Unemployed

- The Alpine Project (A Test of Three Techniques for Assisting Chronically Unemployable Older Workers). Final Report. ED 134 872//

Unemployment

- Labor Market Information for Youths. ED 134 708

UNESCO

- Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1). ED 135 310

Ungraded Schools

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Unified Science Mathematics for Elementary Schools

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 Student Effects of an Interdisciplinary Curriculum for Real Problem Solving: The 1974-75 USMES Evaluation. Final Report. ED 135 864

Union Graduate School

- The Study of Higher Education. Off Campus Doctoral Degree Programs and Evaluating Educational Benefits. ED 135 282

Unit Costs

- Budget Control Procedures and Methods for Evaluating the Unit Costs of Activities and Outputs of Higher Educational Institutions. Interim Report. ED 135 280
 Fiscal Year 1978 Operating Budget Recommendations for the Illinois Public Community College System. ED 135 418

- ICCB MIS Faculty and Staff Utilization Users Handbook. ED 135 420
- United Nations University**
Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1). ED 135 310
- United States**
Current Conditions and Perspectives in Physical Education and Sport in the United States of America. A Report to the United Nations Educational, Scientific and Cultural Organization by the United States Office of Education. ED 135 733
Geographical Mobility: March 1975 to March 1976. Current Population Reports, Population Characteristics, Series P-20, No. 305. ED 135 729
- United States History**
The Chinese in Hawaii: An Annotated Bibliography. Hawaii Series No. 4. ED 135 877//
- Unit Plan**
Food Service: Production and Service. ED 134 697
High School Teaching Unit Plans on Inner Asia. Teaching Aids for the Study of Inner Asia, No. 4. ED 135 727
The Holocaust. ED 135 728
- Units of Study (Subject Fields)**
Academic Degrees Conferred 1974-1975. Public and Independent Colleges and Universities in Indiana. ED 135 270
Academic Program Inventory 1975. Public and Independent Colleges and Universities in Indiana. ED 135 272
Eighth Grade Marine Science; Resource Units. ED 135 659
Industrial Arts Power Mechanics. Applying Scientific Principles to Power, Energy, Force. Instructional Units. ED 134 698
Industrial Work Experience I. Curriculum Guide. General Related Study Units. ED 134 722
Social Studies Curriculum and the Elementary Teacher. ED 135 686
- Universities**
Academic Ideology and the Post-activist Generation: Students' Reactions to the University. ED 135 716
Bachelor's Degrees Awarded to Minority Students 1973-74. Higher Education Panel Reports, Number 24. ED 135 299
British-Tradition English in the American University. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue. ED 135 253
Budget Control Procedures and Methods for Evaluating the Unit Costs of Activities and Outputs of Higher Educational Institutions. Interim Report. ED 135 280
Implications of the 1202 Commission for Florida Technological University. Educational Policies. ED 135 284
A Manual on Proposal Writing & Research Techniques. ED 135 063
Methods of Costing in Universities. Brief Comparison Between the NCHEMS Approach and the Approach Used by the French-Speaking Research Group Associated with the IMHE Programme. ED 135 275
The Moton Guide to American Colleges with a Black Heritage 1976-77. ED 135 290
A Profile of Public Interest Research Groups. ED 135 316
Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1). ED 135 310
- Scientific Progress, the Universities, and the Federal Government. Statement by the President's Science Advisory Committee. ED 135 291
Student Enrollment Report. West Virginia Institutions of Higher Education. First Semester 1976-77. ED 135 298
Who's Who and Where in Women's Studies. ED 135 678
- University Administration**
Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1). ED 135 310
- University Extension**
External Degree Programs: Some Critical Issues for Higher Education. ED 135 294
- University Libraries**
COM: Decisions and Applications in a Small University Library. ED 135 391
Library Loans to the Schools of Engineering. ED 135 366
Rankings of Ohio Public and Academic Library Statistics. 1975 Statistics. ED 135 352
- University of Maryland (College Park)**
An Evaluation of a Women's Studies Program. ED 135 315
- University of North Florida**
A Competency Based Teacher Training Program in Learning Disabilities. ED 135 124
- University of Wisconsin Oshkosh**
The Human Relations Code: Teacher Certification Guidelines. ED 135 778
The Impact of Open University Access in Wisconsin. ED 135 325
- Urban Areas**
An Urban Student-Based Needs Assessment. ED 135 907
- Urban Education**
Early Childhood Education in Urban America. Part I: An Overview. ED 135 452
Early Childhood Education in Urban America. Part II: An Overview of Policy Issues. ED 135 453
An Urban Student-Based Needs Assessment. ED 135 907
- Urban Environment**
Blacks in an Urban Environment; A Selected Annotated Bibliography of Reference Sources. ED 135 908
A Selected List of Urban, Environmental and Social Problem Gaming/Simulations. ED 135 667
- Urban Schools**
Instructional Quality as a Function of Locale, Grade, and Subject. ED 135 771
Urban Education: Eight Experiments in Community Control; Report to Office of Economic Opportunity. ED 135 876
- Urban Studies**
Building Community. ED 135 707
- Urban Teaching**
Reading Improvement Through Teacher Education. Final Fourth-Year Report; Report Number 7703. ED 135 871
- Urban to Rural Migration**
Forces Influencing Rural Community Growth. ED 135 521
A Further Look at Nonmetropolitan Population Growth Since 1970. ED 135 520
Recent Population Changes in Illinois. Community Resource Development (CRD)-2. ED 135 563
- Urban to Suburban Migration**
Presentation on School Desegregation and White Flight. ED 135 894
- Use Studies**
The Educational Information Market Study. Study of Information Requirements in Education. ED 135 411
Library Loans to the Schools of Engineering. ED 135 366
Rand Library Evaluation Survey. ED 135 375
Report to the Librarian of Congress from the Task Force on Goals, Organization, and Planning. ED 135 389
Technology Transfer in Research and Development. ED 135 405
Work Estimate at an Information Center. ED 135 363
- USSR**
Optimum Selection and Recruitment Problem for Student Academic Groups Process. ED 134 908//
- Utah**
General Policies of the Utah State Board of Regents Governing the Utah System of Higher Education 1969-1976. ED 135 306
Plate Waste Study. State of Utah. ED 135 096
- Validity**
Comments on "The Financial State of Higher Education: A Special Report." ED 135 321
Construct Validity of Four Vocational Interest Factors. ED 135 845
Development of a Behavioral Affective Relationship Scale for Encounter Research. ED 134 900
Refinement of a Follow-Up Questionnaire Designed to Measure Counseling Process and Outcome. ED 134 897
A Validation Study of the Faculty Evaluative Criteria at Florida Technological University. ED 135 828
- Values**
Attitudes of Elementary Teachers toward Valuing Education in the Classroom. ED 135 730
A Directory of Resources in Science, Technology and Values. ED 135 611
The Social Bases for Illegal Behavior in the Student Community: First Year Report. ED 134 869//
TEFL, Perceptions and the Arab World, with a Case Study of the University of Garyounis (Benghazi). ED 135 257
Values in Education and Society. ED 135 714//
World Disarmament Kit. ED 135 718
The Young Generation's Aspirations and Orientations. ED 135 512//
- Vandalism**
Challenge for the Third Century: Education In a Safe Environment-Final Report on the Nature and Prevention of School Violence and Vandalism. Report of the Subcommittee to Investigate Juvenile Delinquency. 95th Congress, 1st Session. Committee Print. ED 135 091
- Verbal Communication**
Communicative Competence: Theory and Classroom Practice. ED 135 245
The Influence of Proxemic Variables on Dyadic Interaction Between Peers. ED 134 876
Instructional Quality as a Function of Locale, Grade, and Subject. ED 135 771
Story Repetition and Early Language Development. Final Report. ED 135 486

- Verbal Learning**
The Effect of Adjunct Questions on Conceptual Learning in Prose Materials. ED 134 966
- Verbal Stimuli**
Word Associations of Students at Predominantly White and Predominantly Black Colleges. ED 135 804
- Verbal Tests**
Measurement of Reading Proficiency Among Navy Recruits. ED 135 847
- Verbs**
The Development of the Full Passive. ED 135 224
On the Morphology of Transitivity and Intransitivity in Czech Verbs. ED 135 221
Negative Incorporation in French and American Sign Language. ED 135 248
Southern White English: The Changing Verb Phrase. ED 135 261
- Vermont**
Report of the Institutional Self-Study. ED 135 414
Vermont ESEA Title I Education for the Disadvantaged. Annual Evaluation, Fiscal Year 1975. ED 135 884
- Veterans**
An Act to Amend Title 38, United States Code, to Set a Termination Date for Veterans' Educational Benefits.... Public Law 94-502, 94th Congress. ED 134 694
Home From the War: A Study of Psychiatric Problems in Viet Nam Returnees. ED 134 857//
The Returns to Military and Civilian Training. ED 134 711
- Veterans Administration**
Educational Assistance Overpayments, A Billion Dollar Problem--A Look at the Causes, Solutions, and Collection Efforts. Veterans Administration. Report to the Congress by the Comptroller General of the United States. ED 135 281
- Veterans Education**
An Act to Amend Title 38, United States Code, to Set a Termination Date for Veterans' Educational Benefits.... Public Law 94-502, 94th Congress. ED 134 694
Educational Assistance Overpayments, A Billion Dollar Problem--A Look at the Causes, Solutions, and Collection Efforts. Veterans Administration. Report to the Congress by the Comptroller General of the United States. ED 135 281
- Video Cassette Systems**
Teaching Introductory Chemistry with Videocassette Presentations. ED 135 362
- Video Tape Recordings**
The Effectiveness of Feedback in Minicourse/Microteaching in Improving Teaching Skills: A Review and Proposal for Further Studies. ED 135 343
An Instrument to Describe College Teaching: A Reliability Study. ED 135 862
Media & Kids: Real-World Learning in the Schools. ED 135 013//
Nonprint Materials on Communication. An Annotated Directory of Select Films, Videotapes, Videocassettes, Simulations and Games. ED 135 009//
- Vietnam**
Handbook for Teachers of Vietnamese Students. ED 135 881
- Vietnamese**
English Pronunciation Exercises for Speakers of Vietnamese. Adult Education Series No. 7. Indochinese Refugee Education Guides. ED 135 244
- Vietnam Veterans**
Home From the War: A Study of Psychiatric Problems in Viet Nam Returnees. ED 134 857//
The Vietnam Drug User Returns. Final Report. Special Action Office Monograph, Series A, Number 2, May 1974. ED 134 912
- VIEW**
VIEW: Vital Information for Education and Work. ED 134 745
- Violence**
Challenge for the Third Century: Education In a Safe Environment--Final Report on the Nature and Prevention of School Violence and Vandalism. Report of the Subcommittee to Investigate Juvenile Delinquency. 95th Congress, 1st Session. Committee Print. ED 135 091
Habituation and Sensitization to Filmed Violence. ED 134 890
Immunizing Children Against the Possible Antisocial Effects of Viewing Television Violence: A Curricular Intervention. ED 134 983//
- Virginia**
Comprehensive Erosion and Sediment Control Training Program for Engineers, Architects and Planners. ED 134 672
Comprehensive Erosion and Sediment Control Training Program for Job Superintendents and Inspectors. ED 134 684
Virginia Erosion and Sediment Control Handbook. Standards, Criteria and Guidelines. ED 134 685
- Virginia Community College System**
A Profile of First-Time Students at Virginia Community Colleges, 1974-75. ED 135 427
A Profile of Graduates: Virginia Community College System, 1974-75. ED 135 428
Research in the Virginia Community College System, 1975-76. ED 135 429
- Vision Tests**
Kirshner Saroj Visual Perceptual Speed Test: A Test of Visual Readiness for Reading. ED 135 143
- Visual Aids**
Metrication of Technical Career Education. Final Report. Volume I. ED 134 830
Metrication of Technical Career Education. Final Report. Volume II. ED 134 831
Slides and the Foreign Language Teacher: A Bibliography. ED 135 213
- Visual Learning**
Visual Literacy--The Last Word. Summary Report of the Lake Okoboji Educational Media Leadership Conference (22nd Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1976). ED 135 360
- Visual Literacy**
Visual Literacy--The Last Word. Summary Report of the Lake Okoboji Educational Media Leadership Conference (22nd Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1976). ED 135 360
- Visually Handicapped**
Alive...Aware...A Person: A Developmental Model for Early Childhood Services with Special Definition for Visually Impaired Children and Their Parents. (Includes Addendum I: Assessment Activities and Achievement Criteria). ED 135 183
- Visual Perception**
The Ashlock Tests of Visual Perception. Revised. ED 135 146
- Kirshner Saroj Visual Perceptual Speed Test: A Test of Visual Readiness for Reading.** ED 135 143
Perception of Invariance Over Perspective Transformations in Five Month Old Infants. ED 135 499
- Visual Stimuli**
Age-Related Changes in the Relationship Between Visual Stimulus Intensity and Directional Finger Movements in Infants. ED 135 504
Concept Acquisition in the Human Infant. ED 135 493
- Vocabulary**
Words Come in Families. ED 135 002//
- Vocabulary Development**
Annotated Bibliography of Experimental Studies Related to the Teaching of Vocabulary: Intermediate to Adult Levels (1950-1977). ED 134 979
Reading the Language of Mathematics. ED 134 972
Words Come in Families. ED 135 002//
- Vocabulary Skills**
Annotated Bibliography of Experimental Studies Related to the Teaching of Vocabulary: Intermediate to Adult Levels (1950-1977). ED 134 979
- Vocational Adjustment**
The First Year Teacher Study. ED 135 766
The Role of Education in Facilitating Adaptation to Technological Change: An Analytical Framework and Review of the Literature. ED 134 789
- Vocational Agriculture Teachers**
Summaries of Research and Development Activities in Agricultural Education, 1975-1976. United States of America. ED 134 707
- Vocational Aptitude**
Armed Services Vocational Aptitude Battery (ASVAB) Form 5: High School Norming and Standardization. Final Report. ED 135 831
Career Placement by Work Sampling for the Handicapped 1976. A Research Report. ED 134 865
- Vocational Counseling**
The Alpine Project (A Test of Three Techniques for Assisting Chronically Unemployable Older Workers). Final Report. ED 134 872//
Western Computer Assisted Placement Service. Final Technical Report. ED 134 832
Western Computer Assisted Placement Service. Job Placement Manual. ED 134 833
- Vocational Development**
Career Development Needs of Women. Survey. ED 134 796
Career Education. Community Resource Center. ED 134 842
Career Placement by Work Sampling for the Handicapped 1976. A Research Report. ED 134 865
A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Volume I. Final Report. ED 134 835
Nontraditional Career Development Programs for Women. A Career Exploration Project for Disadvantaged Youth. ED 134 864
A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report. ED 134 800
An Urban Career Education Project in the Mississippi Delta. Final Report. ED 134 828

Vocational Directors

- An Analysis of Tasks Performed by District Supervisors of Trade & Industrial Education in Alabama. ED 134 813

Vocational Education

- An Analysis of the Impact of CETA, Title I. Classroom Training on Vocational and Technical Education. ED 134 721

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- Baseline Data for Teacher Education. Final Report. ED 134 686

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- The Changing Secondary Education Scene: Implications for Vocational Education Research and Development. Occasional Paper No. 22. ED 134 802

- Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped. ED 134 806

- Course Development--DECA. Final Report. ED 134 747

- Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report. ED 134 801

- An Evaluation of the Resource Development Unit of the Kentucky Bureau of Vocational Education. Final Report. ED 134 700

- The Evaluation of Vocational Training. Report of a Seminar (University of Manchester, United Kingdom, January 1975). ED 134 690

- First Progress Report of the Vocational-Technical Education Consortium of States. ED 134 726

- The Impact of CETA on Institutional Vocational Education. ED 134 792

- The Impact of CETA on Institutional Vocational Education. An Update, 1976. ED 134 793

- Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-Up for Selected Target Groups. Final Report. ED 134 717

- Implications of the New Vocational Education Legislation for Program Research and Development. Occasional Paper No. 23. ED 134 803

- Influence of Model Vocational Programs on the Attitudes of Rural Disadvantaged Adolescents. ED 134 799

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- Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida. ED 134 720

- Metric Conversion in Vocational Education. Final Report. Volume I of Two Volumes. ED 134 839

- Metric Conversion in Vocational Education. Final Report. Volume II of Two Volumes. ED 134 840

- Metrics for Assistant Theatre Managers. ED 134 751

- Metrics for Auto Mechanics. ED 134 783

- Metrics for Automotive Merchandising, Petroleum Marketing. ED 134 775

- Metrics for Aviation Electronics. ED 134 784

- Metrics for Broadcast Announcing. ED 134 752

- Metrics for Cosmetology. ED 134 780

- Metrics for Dental Assistants. ED 134 757

- Metrics for Diesel Mechanics. ED 134 785

- Metrics for Dietetic Technicians. ED 134 758

- Metrics for Fire Service. ED 134 781

- Metrics for Food Distribution. ED 134 776

- Metrics for Hard Goods Merchandising. ED 134 777

- Metrics for Law Enforcement. ED 134 782

- Metrics for Licensed Practical Nursing. ED 134 759

- Metrics for Nurses Aides. ED 134 760

- Metrics for Nursing (RN). ED 134 761

- Metrics for Small Engine Repair. ED 134 786

- Metrics for Soft Goods Merchandising. ED 134 778

- Metrics for Technical Theatre Assistant. ED 134 754

- Metrics for Theatrical Costuming. ED 134 755

- Metrics for Transportation. ED 134 779

- Metrics for Wastewater Technology. ED 134 756

- Minimum Standards for Work Experience and Study Programs. ED 135 177

- Occupational Employment Projections for Program Planning Purposes: Issues and Examples. Proceedings of a National Workshop-Conference (TWA Breech Training Academy, Overland Park, Kansas, July 10-11, 1975). ED 134 841

- A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas. Final Report. ED 134 719

- Revised Recommendation Concerning Technical and Vocational Education. ED 134 680

- Second Progress and Information Report of the Vocational-Technical Education Consortium of States. ED 134 727

- Statewide Inventory of Current and Intended Programs at Illinois Public Community Colleges. ED 135 422

- A Study of the Relationships Between Student Characteristics, "Success" and Course of Study in Selected Voc-Tech Training Programs. Research and Development Series No. C/74-1. ED 134 693

- A System for Identifying Professional Teaching Competencies of Vocational-Technical Teachers: A Report. ED 134 749

- Third Progress and Information Report of the Vocational-Technical Education Consortium of States. ED 134 681

- Two Hour Vocational Classes at the Laurel County Area Vocational School. Final Report. ED 134 701

- Vocational and Career Education: Concepts and Operations. ED 134 689//

- Vocational Education in Alabama. A Survey of the Opinions of Business and Industry. Evaluation Series Report Number 2, 1976. ED 134 718

- Vocational Educators' Perceptions of Curriculum Materials Development. Final Report. ED 134 688

- Work Evaluation Materials of the Sarasota County Vocational Technical School Evaluation Program. ED 135 185

- Vocational Education Teachers**
Educational Administration Techniques for the Busy Executive to Use During On-Site Visits and Routine Inspections. ED 135 059

- Vocational Followup**
Evaluating Educational Outcomes at Delhi--1964-1970. Report #1: Evaluation of Questionnaires Mailed to 1966-1970 Graduates. ED 135 413

- Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1973 Classes. ED 135 553

- Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May, 1975 Classes. ED 135 554

- Identification of Effective Concepts and Practices in Placement and Follow-Up Services and Incorporation into Pre and/or Inservice Training of Local Personnel to Implement Local Placement and Follow-Up Efforts. Technical Report. ED 134 804

- Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-Up for Selected Target Groups. Final Report. ED 134 717

- School-Based Placement and Follow-Up Services: Equal Opportunity Provider. ED 134 715

- Student Accountability Model (SAM): Operations Manual. ED 135 443

- Vocational Interest Inventory**
Construct Validity of Four Vocational Interest Factors. ED 135 845

- Vocational Interests**
Aptitudes, Vocational Interest Areas, and Stated Vocational Preferences for Mentally Retarded Adolescents. ED 135 184

- Construct Validity of Four Vocational Interest Factors. ED 135 845

- Vocational Maturity**
Student Teachers as Change Agents -- A Question of Expectations, Roles, and Settings. ED 135 741

- Vocational Maturity and Career Orientation in College Women. ED 134 911

- Vocational Rehabilitation**
Arkansas Studies in Vocational Rehabilitation: Empirically Derived Rehabilitation Counselor Subgroups and Their Biographical Correlates. Special Report. ED 134 855//

- The Deaf-Blind Child and the Vocational Rehabilitation Counselor. ED 135 200

- Rehabilitation of the Handicapped Programs, 1976. Hearings before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, Second Session on Oversight Hearings on Rehabilitation of the Handicapped Programs and the Implementation of Same by Agencies under the Rehabilitation Act of 1973. Part 1. February 20, 23, 24, 26; March 30, 1976. ED 134 687

- Vocational Schools**
Aspects of Vouchered WIN Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program. ED 134 712

- Proprietary Vocational and Home Study Schools. Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438). ED 134 790

- Vocational Technical Education Consortium States**
First Progress Report of the Vocational-Technical Education Consortium of States. ED 134 726

- Second Progress and Information Report of the Vocational-Technical Education Consortium of States. ED 134 727

- Vocational Training Centers**
Maximizing Your Training Efficiency: The Application of Behavioral Principles to Job Training (Workbook). ED 134 907//

Volunteers

Career Education. Community Resource Center. ED 134 842

Volunteer Training

Rape Crisis Counseling. ED 134 916

Wages

The Returns to Military and Civilian Training. ED 134 711
Wages and Salaries Paid Support Personnel in Public Schools, 1976-77. Part III of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 135 111//

Washington

Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Final Evaluation, 1975-76 Program Year. ED 135 508
Implementing An Occupational Information System. Final Report. ED 134 787
Report on Student Services and Activity Fee Policies at Four-Year Public Institutions of Washington. A Response to House of Representatives Resolution 1976-66. Report No. 77-12. ED 135 313

Waste Disposal

Plate Waste Study. State of Utah. ED 135 096

Water Pollution Control

Metrics for Wastewater Technology. ED 134 756

Water Resources

How to Plan an Environmental Conference, A Technique for Developing Citizen Leadership. ED 135 658

Wechsler Intelligence Scale for Children

WISC Profiles of Retarded Readers: Another Look. ED 134 956

Welding

Metrics for Welding and Cutting. ED 134 774

Welfare Recipients

Poverty Status of Families Under Alternative Definitions of Income; Background Paper No. 17. ED 135 903

Welfare Services

Poverty Status of Families Under Alternative Definitions of Income; Background Paper No. 17. ED 135 903

Western Interstate Bibliographic Network

The Founding of the Western Interstate Library Coordinating Organization: A Narrative Final Report on the Project "Initiating the Design and Development of a Western Interstate Bibliographic Network." ED 135 348

Western Interstate Library Coordinating Org

The Founding of the Western Interstate Library Coordinating Organization: A Narrative Final Report on the Project "Initiating the Design and Development of a Western Interstate Bibliographic Network." ED 135 348

West Germany

Dialogue and Training. 1975. ED 134 723
The Institutionalization of Planning and Data Processing in University Administration. ED 135 277
A Study in West German Stabilization Policy, 1956-1974. German Studies Notes. First Draft. ED 135 671
Training Programme for University Management in the United States. ED 135 276

West Virginia

Mountain Heritage, Revised Edition (1975). ED 135 543

Student Enrollment Report. West Virginia Institutions of Higher Education. First Semester 1976-77. ED 135 298

Wisconsin

Barriers to Enrollment in Post-Secondary VTAE Programs in Wisconsin; Report Pertaining to Southwest Wisconsin Vocational-Technical Institute, Fennimore, Wisconsin. ED 135 445

Community Problems in Eight Northwestern Counties. Report No. 1 of a Series on Quality of Life and Development in Northwestern Wisconsin, January 1976. ED 135 572

Community Problems in Five West Central Counties. Report No. 7 of a Series on Quality of Life and Development in Northwestern Wisconsin, February 1976. ED 135 574

The Impact of Open University Access in Wisconsin. ED 135 325

Preferences for Expansion of Public Services in Eight Northwest Wisconsin Counties. Report No. 2 of a Series on Quality of Life and Development in Northwestern Wisconsin, January 1976. ED 135 573

Preferences for Expansion of Public Services in Five West Central Wisconsin Counties. Report No. 8 of a Series on Quality of Life and Development in Northwestern Wisconsin, February 1976. ED 135 575

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Women Professors

Memories of a Bloomer Girl. ED 135 754

Womens Athletics

Competitive Athletics: In Search of Equal Opportunity. ED 135 789

Memories of a Bloomer Girl. ED 135 754

Title IX and Physical Education: A Compliance Overview. ED 135 790

Title IX: What It Means and Doesn't Mean to Athletic Programs. ED 135 791

Womens Education

An Evaluation of a Women's Studies Program. ED 135 315

Memories of a Bloomer Girl. ED 135 754

Womens' Roles and Education: Changing Traditions in Population Planning. ED 135 704

Womens Studies

Challenging the Traditional Female Role: An Exploration of Women's Attitudes and Career Aspirations. ED 134 878

An Evaluation of a Women's Studies Program. ED 135 315

High School Feminist Studies. ED 135 676

The Roads They Made: Women in Illinois History. ED 135 699

Strong Women: An Annotated Bibliography of Literature for the High School Classroom. ED 135 675

Who's Who and Where in Women's Studies. ED 135 678

Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials. ED 135 677

Word Associations

Ethnic-Racial Attitudes, Images, and Behavior by Verbal Associations. Technical Report. ED 134 858//

Word Associations of Students at Predominantly White and Predominantly Black Colleges. ED 135 804

Word Frequency

Structured Key-Word Analysis. ED 135 829

Word Recognition

The Role of Phonetic Processing in Silent Reading. ED 134 980

Strategies for Identifying Words: A Workbook for Teachers and Those Preparing to Teach. ED 134 976//

Work Attitudes

Influence of Model Vocational Programs on the Attitudes of Rural Disadvantaged Adolescents. ED 134 799

The Relationship Between Quality of Employment and Job Satisfaction Among Black and White Workers. ED 134 889

The Relationships Among Measures of Work Orientation, Job Attribute Preferences, Personality Measures, and Abilities. Technical Report No. 7. ED 135 805

Work Environment

The Relationship Between Quality of Employment and Job Satisfaction Among Black and White Workers. ED 134 889

Work Experience

The Returns to Military and Civilian Training. ED 134 711

Work Experience Programs

Cooperative Work Experience. An Annotated Resource Guide. ED 134 805

Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped. ED 134 806

Industrial Work Experience I. Curriculum Guide. General Related Study Units. ED 134 722

A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report. ED 134 800

Work Incentive Program

Aspects of Vouchered WIN Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program. ED 134 712

Working Women

Relations Between Maternal Employment and Development of Nursery School Children. ED 135 461

Working Women and "Woman's Work": A Demographic Perspective on the Breakdown of Sex Roles. ED 134 808

Work Sample Tests

Career Placement by Work Sampling for the Handicapped 1976. A Research Report. ED 134 865

Workshops

Back to Work Workshop for Women. A Suggested Course of Study Designed for Public School Adult Education Programs. ED 134 737

A Guide to Developing a Job Sharing Project. ED 134 798

Special Study Institute for Teachers of Deaf-Blind Multihandicapped Children. ED 135 195

Work Study Programs

Minimum Standards for Work Experience and Study Programs. ED 135 177

World Affairs

Techniques and Materials for Global Studies: Groton Follow-up Conference. ED 135 715

World Congress of Rural Sociology (4th)
Rural Social Change in Poland. ED 135 510

World History
Human Rights: Unfolding of the American Tradition. Report No. 8403. ED 135 701

World Literature
A Comparison between Works of Realistic Contemporary Fiction by Non-American and American Authors Whose Books Have Settings Other Than the United States, Whose Major Characters Are Not Citizens of the United States and Which Are Appropriate for Children Nine through Twelve Years of Age. ED 134 965

World Problems
World Disarmament Kit. ED 135 718
World Population Trends: Signs of Hope, Signs of Stress. Worldwatch Paper 8. ED 135 680

Writing Exercises
Free Writing! A Group Approach. Toward a New and Simple Method of Learning and Teaching Writing. ED 135 016//

Writing Skills
Assessing Writing Ability of ESL College Freshman. ED 135 247

The Development of Reading and Writing Abilities in Adults. ED 134 963
Error Analysis and Selective Correction in the Adult ESL Classroom: An Experiment. ED 135 260
Fundamentals of Script Writing. ED 135 406

Year Round Schools
Year-Round Education for the Third Century of America. A Report of the 8th National Seminar on Year-Round Education (Long Beach, California, January 25-28, 1976). ED 135 084

Youth
The Environmental Learnings Scorecard: A Behavioral Objectives Approach to Defining and Evaluating the Environmental Education Program for the Youth Conservation Corps. ED 135 652
An Evaluation of the 1973 Youth Conservation Corps. ED 135 654
The Young Generation's Aspirations and Orientations. ED 135 512//

Youth Conservation Corps
The Environmental Learnings Scorecard: A Behavioral Objectives Approach to Defining and Evaluating the Environmental Education Program for the Youth Conservation Corps.

An Evaluation of the 1973 Youth Conservation Corps. ED 135 652
Minorities in the Youth Conservation Corps: A Study of Cultural Groups in the 1974 YCC Program. ED 135 653

Youth Employment
Labor Market Information for Youths. ED 134 708

Youth Opportunities
Education and Migration. A Study of the Migration and Job Expectations of Young People and Their Parents in the Highlands and Islands of Scotland. ED 135 509

Youth Problems
Teacher's Guide for Maryland v. Trouble: A Video Tape Recording. Law-Related Education Program for the Schools of Maryland. ED 135 713

Youth Programs
Description and Evaluation, ECI/URRD Pilot Program for Dropouts. Followup Study, ECI/URRD Pilot Program for Dropouts. ED 135 880

Yugoslavia
Financing of Education in Yugoslavia. Financing of Educational Systems: Specific Case Studies - 9. IIEP Research Report: 2. ED 135 047

Author Index

289

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number **ED 013 371**

Abranovic, Wynn A.

Test Types and the Relation of Test Scores to Knowledge.

ED 135 826

Ackerman, Paul D.

Story Repetition and Early Language Development. Final Report.

ED 135 486

Adams, June Johnson

Research in the Virginia Community College System, 1975-76.

ED 135 429

Adibe, Nasrine, Ed.

Proceedings of an International Conference on Expanding Dimensions of World Education (Hacettepe University, Ankara, Turkey, June 21-24, 1976).

ED 135 710

Adkins, E. Robert

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: High School Norming and Standardization. Final Report.

ED 135 831

Aebischer, Delmer W.

Oregon Calls the Tune. Oregon ASCD Curriculum Bulletin, Vol. XXXI. No. 334.

ED 135 719

Ahlum, Carol, Comp.

High School Feminist Studies.

ED 135 676

Ahn, Unhai

Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part A - Report on Development of Self Assessment of Evaluation Skills.

ED 135 808

Alcorn, Charles L.

Aptitudes, Vocational Interest Areas, and Stated Vocational Preferences for Mentally Retarded Adolescents.

ED 135 184

Alessi, Stephen M.

Hardware and Software Considerations in Computer Based Course Management. Technical Report No. 4.

ED 134 928

Alexander, Ralph A.

The Relationships Among Measures of Work Orientation, Job Attribute Preferences, Personality Measures, and Abilities. Technical Report No. 7.

Allen, Frank B.

Elementary Functions, Student's Text, Unit 21.

ED 135 629

Elementary Functions, Teacher's Commentary, Unit 22. Revised Edition.

ED 135 630

First Course in Algebra, Student's Text, Part I, Unit 9.

ED 135 617

First Course in Algebra, Student's Text, Part II, Unit 10.

ED 135 618

First Course in Algebra, Teacher's Commentary, Part I, Unit 11.

ED 135 619

First Course in Algebra, Teacher's Commentary, Part II, Unit 12.

ED 135 620

Geometry, Student's Text, Part II, Unit 14.

ED 135 622

Geometry, Student's Text, Part I, Unit 13. Revised Edition.

ED 135 621

Geometry, Teacher's Commentary, Part I, Unit 15. Revised Edition.

ED 135 623

Geometry, Teacher's Commentary, Part II, Unit 16. Revised Edition.

ED 135 624

Intermediate Mathematics, Student's Text, Part I, Unit 17.

ED 135 625

Intermediate Mathematics, Student's Text, Part II, Unit 18.

ED 135 626

Intermediate Mathematics, Teacher's Commentary, Part I, Unit 19.

ED 135 627

Intermediate Mathematics, Teacher's Commentary, Part II, Unit 20.

ED 135 628

Introduction to Matrix Algebra, Student's Text, Unit 23.

ED 135 631

Introduction to Matrix Algebra, Teacher's Commentary, Unit 24.

ED 135 632

Allen, Harold Don

Facts of Life and Living for a Metric Tomorrow Today. Paper presented at the International Conference on Metric Education (4th, New Orleans, Louisiana, January 22, 1977).

ED 135 642

Allen, Vernon L.

Persuasiveness as a Function of Intraindividual Consistency on Several Issues.

ED 135 870

ED 135 805

ED 134 877

Allred, Ruel A.

Spelling: The Application of Research Findings. The Curriculum Series.

ED 135 003

Altscher, Diane C.

A Rationale for a Counseling Program Designed Uniquely for International Students.

ED 134 888

Alvir, Howard P.

Educational Administration Techniques for the Busy Executive to Use During On-Site Visits and Routine Inspections.

ED 135 059

Anderson, Barbara J.

A Methodology for Observation of the Child-birth Environment.

ED 135 502

Anderson, Elaine J.

Preinstructional Strategies and Learning Outcome of Teachers in a Series of Health Education Workshops.

ED 135 792

Anderson, Richard C.

Depth of Processing and Interference Effects in the Learning and Remembering of Sentences. Technical Report No. 21.

ED 134 942

Frameworks for Comprehending Discourse. Technical Report No. 12.

ED 134 935

Instantiation of General Terms. Technical Report No. 10.

ED 134 933

Taking Different Perspectives on a Story. Technical Report No. 14.

ED 134 936

Two Faces of the Conceptual Peg Hypothesis. Technical Report No. 6.

ED 134 930

Anderson, Robert

The Impact of CETA on Institutional Vocational Education.

ED 134 792

The Impact of CETA on Institutional Vocational Education. An Update, 1976.

ED 134 793

Anderson, Roberta T.

CHARGE--A Simulation Game Designed to Teach Group Member Roles to Prospective Teachers--FOUND TO BE EFFECTIVE.

ED 135 870

- Anderson, Robert P.**
The Assessment and Modification of Hyperkinesis: A Review of Programmatic Research at Texas Tech University.
ED 135 127
- Andrae, Annika, Ed.**
Non-Graded Instruction: Research Organization and Design. Administration and Daily Teaching Experiences in Small Rural Lower Secondary Schools. Experiences from the PANG-Project. Report No. 56.
ED 135 549
- Andres, David**
Relations Between Maternal Employment and Development of Nursery School Children.
ED 135 461
- Andrew, Barbara J.**
National Program for the Evaluation of Primary Care. Physician's Assistants. Final Report.
ED 134 678
- Applegate, Jane H.**
The First Year Teacher Study
ED 135 766
- Armbruster, Bonnie B.**
Learning Principles from Prose: A Cognitive Approach Based on Schema Theory. Technical Report No. 11.
ED 134 934
- Armbruster, Robert J., Ed.**
A Process of Global Enlightenment. International Education: Link for Human Understanding.
ED 135 279
- Armstrong, Roberta A.**
The Development of Freshman English, Chemistry, and Mathematics Course Placement Procedures for Fall, 1975 Freshmen (University of Minnesota, Twin Cities Campus). OSA Research Bulletin, Vol. 17, No. 4.
ED 135 824
- Arneklev, Bruce**
Optimum Range of Difficulty for Linking Items.
ED 135 802
- Ascough, James C.**
The Induction of Euphoric and Dysphoric States with Induced Affect.
ED 134 899
- Asher, Steven R.**
Children's Comprehension of High- and Low-Interest Material and a Comparison of Two Cloze Scoring Methods. Technical Report No. 17.
ED 134 939
- Ashlock, Patrick**
The Ashlock Tests of Visual Perception. Revised.
ED 135 146
The Saint Giles LD Identification Project.
ED 135 136
- Atelsek, Frank J.**
Bachelor's Degrees Awarded to Minority Students 1973-74. Higher Education Panel Reports, Number 24.
ED 135 299
Foreign Area Research Support Within Organized Research Centers at Selected Universities, FY 1972 and 1976. Higher Education Panel Reports, Number 32.
ED 135 297
- Auger, Keith**
Experiencing Conceptual Growth Through Studying Teaching and Learning.
ED 135 764
- Austin, Mary C.**
The Torch Lighters Revisited.
ED 134 924
- Bagnole, John W.**
TEFL, Perceptions and the Arab World, with a Case Study of the University of Garyounis (Benghazi).
ED 135 257
- Bailey, Martha J.**
Checklist of Abbreviations and Acronyms in the Physics Literature.
ED 135 634
- Baker, Curtis O.**
Students Enrolled for Advanced Degrees, Fall 1973.
ED 135 324
- Baker, Warren J.**
Development of College/Industry Partnerships.
ED 135 610
- Ballester, Luis F.**
A Study of the Graduation Attendance Policy at Ocean County College.
ED 135 450
- Bancroft, Norris R.**
Science & Religion: A Syncretic Approach.
ED 134 848
- Baranger, Elizabeth Urey**
Admission and Attrition of Women in Graduate School.
ED 135 609
- Barber, Lucie W.**
Assessing Preschoolers' Self-Concept: Validation Revisited.
ED 135 817
- Bargar, Robert**
Program to Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part F - Report on Design and Evaluation of Internship Experiences.
ED 135 811
- Barker, Linda**
Describing the Transitional Dialects of Second Language Learners.
ED 135 246
- Barnard, Douglas P.**
A Process for Commitment.
ED 135 088
- Bartolucci, Giampiero**
A Syntactic Investigation of Verbal Autistic, Mentally Retarded, and Normal Children.
ED 135 223
- Baruch, Steven**
"A Research Oriented Elementary Education Student Teaching Program": A Follow-Up Study.
ED 135 776
- Basile, Donald D.**
Teaching Reading Skills in the Community College Class Room.
ED 134 925
- Bates, Elizabeth**
A Cross-Cultural Study of Child Discourse.
ED 135 249
- Bauchner, Joyce Elyn**
A Question of Form.
ED 135 021
- Bauer, Raymond**
Urban Education: Eight Experiments in Community Control; Report to Office of Economic Opportunity.
ED 135 876
- Bayh, Birch**
Challenge for the Third Century: Education in a Safe Environment--Final Report on the Nature and Prevention of School Violence and Vandalism. Report of the Subcommittee to Investigate Juvenile Delinquency. 95th Congress, 1st Session. Committee Print.
ED 135 091
- Beach, Don M.**
A Base for Building Professional Competence: The Fort Worth Teacher Center.
ED 135 747
An Experimental Program in Field-Based Prestudent Teaching Experiences.
ED 135 746
- Beale, Calvin L.**
A Further Look at Nonmetropolitan Population Growth Since 1970.
ED 135 520
- Bearison, David J.**
Children's Comprehension of Referential Communication: Decoding Ambiguous Messages.
ED 134 957
- Beck, Ronna Lee, Ed.**
Mental Retardation and the Law: A Report on Status of Current Court Cases.
ED 135 186
- Becker, Lee B.**
Community and Organizational Determinants of Press Performance: Secondary Analyses of the New England Survey Data.
ED 134 989
- Beckman, Linda J.**
Values of Parenthood Among Women Who Want an Only Child.
ED 134 921
- Bee, Helen L.**
A Developmental Psychologist Looks at Educational Policy: Or the Hurrier I Go the Behinder I Get. An Occasional Paper.
ED 135 069//
- Beebe, Mona J.**
Reading in the Structure of Scholastic Performance.
ED 134 982
- Belcastro, Frank P.**
Use of Behavior Modification with L. D. Students.
ED 135 170
- Belcher, Leon H.**
Word Associations of Students at Predominantly White and Predominantly Black Colleges.
ED 135 804
- Bell, Duran**
The Role of Education in Facilitating Adaptation to Technological Change: An Analytical Framework and Review of the Literature.
ED 134 789
- Bellenger, Joseph**
Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report.
ED 134 795
- Belli, Donna**
Blacks in an Urban Environment; A Selected Annotated Bibliography of Reference Sources.
ED 135 908
- Bender, David R.**
School Media Specialist Certification.
ED 135 383
- Bender, Louis W.**
Federal Regulation and Higher Education. ER-IC/Higher Education Research Report Number 1.
ED 135 323
- Bender, Myron**
Development of Instructional Materials for Industrial Arts Education in North Dakota. Final Report. Research Series No. 47.
ED 134 822
- Bennett, A.E., Ed.**
Communication between Doctors and Patients.
ED 135 023//
- Benson, Robert T.**
Agricultural Electricity. Electric Controls. Student Manual. Report No. 820/20.
ED 134 743
Agricultural Electricity. Electric Motors. Student Manual.
ED 134 744
- Bergenn, Victor W.**
College Discovery and Development Program; School Year, 1975-76.
ED 135 916
- Bergman, Irwin**
A Follow-Up Study: How Do Basic Skills Students Compare With Non-Basic Skills Students in Some of Their Subsequent College Courses?
ED 135 435
- Berkowitz, Tamar, Ed.**
Who's Who and Where in Women's Studies.
ED 135 678
- Berlin, Geoffrey**
Interactive Computing and DIME for the Analysis of Pupil Assignment Alternatives.

- Bertoldi, Arthur R.**
Remediation for Auxiliary Service Students;
Evaluation Period, School Year 1974-1975.
ED 135 103
- Best, Deborah L.**
Development of Sex-Trait Stereotypes Among
Young Children in the United States, England,
and Ireland.
ED 135 491
- Best, Fred**
Lifetime Distribution of Education, Work and
Leisure: Research, Speculations and Policy Im-
plications of Changing Life Patterns.
ED 135 268
- Betteridge, David**
Writing a Foreign Language Course: One Pro-
ject Team's Experience. ELT Documents
(76/2).
ED 135 212
- Beusse, William E.**
Perceptions of Equal Opportunity and Race
Relations Among Military Personnel.
ED 135 928
- Bezdanov, Stevan**
Financing of Education in Yugoslavia. Financ-
ing of Educational Systems: Specific Case Stu-
dies - 9. IIEP Research Report: 2.
ED 135 047
- Biersner, Robert J.**
Measurement of Reading Proficiency Among
Navy Recruits.
ED 135 847
- Bigelow, Donald N., Ed.**
Schoolworlds '76: New Directions for Educa-
tional Policy.
ED 135 046//
- Birch, Jack W.**
Mainstream Education: Focus on Individualiza-
tion.
ED 135 116
- Birdsong, David**
Testing in English as a Second Language: A
Selected, Annotated Bibliography. CAL-ER-
IC/CLL Series on Languages and Linguistics,
No. 40.
ED 135 206
- Birnbaum, Robert**
The Impact of Open University Access in
Wisconsin.
ED 135 325
- Bishop, Robert L.**
Trends in the Newspaper Budget.
ED 134 990
- Blackburn, Helen**
Suggested Aid for Organization and Record
Keeping in a Learning Center.
ED 134 944
- Blackburn, Jim**
The First Year Teacher: Perceived Needs, In-
tervention Strategies and Results.
ED 135 768
- Blair, Timothy R.**
The Continuing Search for the Effective Read-
ing Teacher.
ED 134 969
- Blaufarb, Marjorie**
Title IX and Physical Education: A Compliance
Overview.
ED 135 790
- Blea, William A., Comp.**
Literature on the Deaf-Blind: An Annotated
Bibliography.
ED 135 194
- Bloomfield, Eilyn S.**
Career Education Interest Inventory Assess-
ment. Final Report.
ED 135 830
- Blue, James L.**
Occupational Communications Skills Analysis.
Final Report.
ED 134 823
- Blue, Terry W.**
The Effect of Written and Oral Student Evalua-
tive Feedback and Selected Teacher and Stu-
dent Demographic and Descriptive Variables
on the Attitudes and Ratings of Teachers and
Students.
ED 135 855
- Bodine, Robert L.**
The Effects of Cognitive Style, Task Structure,
and Task Setting on Student Outcomes--Cogni-
tive and Affective.
ED 135 781
- Bohr, Dorothy H.**
An Administrative Evaluation of a Program of
Courses in English Writing Skills at An Urban
Community College.
ED 134 988
- Booth, George, Comp.**
The Implementation of Career Education
through the Mesa Center for Career Develop-
ment.
ED 134 816
- Boruch, R. F.**
The Use of Regression Discontinuity Model
with Criterion-Referenced Testing in the
Evaluation of Compensatory Education.
ED 135 869
- Bostic, Paul**
Proposal for a Combined Public and School
Library.
ED 135 338
- Bottoms, James G.**
Implications of the New Vocational Education
Legislation for Program Research and Develop-
ment. Occasional Paper No. 23.
ED 134 803
- Bowman, M. J.**
Rural People and Rural Economic Develop-
ment. IIEP Seminar Paper: 21.
ED 135 533
- Boyer, James B.**
Administrator's Checklist for Enhancing Multi-
Cultural Curriculum (Multi-Ethnic, Non-Sex-
ist).
ED 135 895
- Boyer, Ronald K.**
Consultation Skills Development: A Participa-
tive Case Analysis. Monograph Series, Vol. 1,
No. 6.
ED 135 017
- Boyett, Ray H.**
Baseline Data for Teacher Education. Final Re-
port.
ED 134 686
- Brach, Barbara F.**
The Holocaust.
ED 135 728
- Brady, Mary Ella**
A Comparison of the Effect of Self Evaluation
Lessons and Increased Content of the Prompt-
ing Module on Teacher Interactions with Han-
dicapped Readers During Oral Reading. Final
Report 11.3.
ED 135 160
- Breen, Myles P.**
How College Professors Use Media Services.
ED 135 361
- Breiter, Joan**
Social Studies Curriculum and the Elementary
Teacher.
ED 135 686
- Brightbill, Charles K.**
Educating for Leisure-Centered Living. Second
Edition.
ED 135 788//
- Britts, Maurice W.**
Blacks on White College Campuses.
ED 135 892
- Brolin, Donn E.**
PRICE Needs Assessment Study. Project
PRICE Working Paper No. 7.
ED 135 158
- Brook, Robert H.**
Foreign Medical Graduates and their Effects on
the Quality of Medical Care in the United
States.
ED 135 273
- Brooks, Charlotte**
Working Together: To Look at the Past, To
Examine the Present, To Create a Future.
ED 134 993
- Brown, Dudley E., Jr.**
Home From the War: A Study of Psychiatric
Problems in Viet Nam Returnees.
ED 134 857//
- Brown, Eric R.**
Ethnic Heritage Learning Resource Center.
ED 135 932
School-Community Interaction Umbrella: En-
glish as a Second Language (PS152) & Early
Identification Program (PS139); February 13,
1975- June 26, 1975. Final Report.
ED 135 925
- Brown, John S.**
Steps Toward a Theoretical Foundation for
Complex, Knowledge-based CAI.
ED 135 365
- Brown, Joseph**
Free Writing! A Group Approach. Toward a
New and Simple Method of Learning and
Teaching Writing.
ED 135 016//
- Brown, Lester R.**
World Population Trends: Signs of Hope, Signs
of Stress. Worldwatch Paper 8.
ED 135 680
- Brown, Linda E.**
A Manual on Proposal Writing & Research
Techniques.
ED 135 063
- Brown, Richard H.**
History Teaching/Learning and the Communi-
cations Revolution.
ED 135 679
- Brown, Thomas A.**
Admissible Scoring Systems for Continuous
Distributions.
ED 135 799
- Brownson, William E.**
The Arenas of Power: Focus on Schooling.
ED 135 796
- Brzezinski, Evelyn**
Program To Operationalize a New Training
Pattern for Training Evaluation Personnel in
Education. Final Report. Part A - Report on
Development of Self Assessment of Evaluation
Skills.
ED 135 808
- Bugnard, Jane**
Preparation of Paraprofessionals in Early Child-
hood Education at Essex County College.
ED 135 424//
- Bulcock, Jeffrey W.**
Reading in the Structure of Scholastic Per-
formance.
ED 134 982
- Bull, Patricia A.**
City College Advisory Workshop: 1974-1975.
ED 135 920
- Bullard, John R.**
Leadership Development for the Media Profes-
sion. Summary Report of the Lake Okoboji
Educational Media Leadership Conference
(18th Iowa Lakeside Laboratory, Lake
Okoboji, Milford, Iowa, August 13-18, 1972).
ED 135 357
- Burdett, Kenneth**
The Testing and Sorting Functions of Higher
Education. Institute for Research on Poverty
Discussion Papers.
ED 135 309
- Burkett, James R.**
On-the-Job Training in the Air Force: A
Systems Analysis. Final Report.
ED 134 814

- Burkett, Leonard**
Media Utilization by Teachers of Appalachian Kentucky. ED 135 744
- Burns, Edward**
General Data Simulation Program. ED 135 345
- Burns, Harriet P.**
Emotional Problems of the Learning Disabled. ED 135 135
- Burton, Richard R.**
Semantic Grammar: An Engineering Technique for Constructing Natural Language Understanding Systems. ED 135 376
- Bury, Susan S.**
A Replication Handbook for Learning Disabilities and the Institutionalized Adult. (A 309 Project for Staff Development of Adult Basic Education Personnel in Iowa.) ED 134 709
- Busby, Linda J.**
Giants That Occasionally Roar: Broadcast Regulatory Policy in the United States. ED 135 034
- Bushey, Julia A.**
Salaries Paid Professional Personnel in Public Schools, 1976-77. Part II of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 135 110//
Scheduled Salaries for Professional Personnel in Public Schools, 1976-77. Part I of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 135 109//
Wages and Salaries Paid Support Personnel in Public Schools, 1976-77. Part III of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 135 111//
- Buteau, June D.**
Nonprint Materials on Communication. An Annotated Directory of Select Films, Videotapes, Videocassettes, Simulations and Games. ED 135 009//
- Butler, Edwin B.**
Eighth Grade Marine Science; Resource Units. ED 135 659
- Buttel, Frederick H.**
Size of Place and Community Attachment: A Reconsideration. ED 135 566
- Calado, Rene R.**
Financing Secondary Education in the Philippines. Financing of Educational Systems: Specific Case Studies - 11. IIEP Research Report: 4. ED 135 048
- Caldwell, George**
Scene Design and Audience Analysis. ED 135 030
- Caldwell, Phyllis A.**
Massachusetts Adult Basic Education Management Information System. Working Paper No. 1. ED 134 746
- Calhoun, Calfrey C.**
Vocational and Career Education: Concepts and Operations. ED 134 689//
- Callahan, Carolyn M.**
Cognitive Complexity and Its Relationship to the Classroom Cognitive Behavior of Teachers. ED 135 770
- Callaway, Rolland**
"A Research Oriented Elementary Education Student Teaching Program": A Follow-Up Study. ED 135 776
- Campbell, Joel T.**
Word Associations of Students at Predominantly White and Predominantly Black Colleges. ED 135 804
- Campbell, Richard L.**
The Effects of Instruction in Science Process Skills on Reading Comprehension of Pre- and In-Service Elementary Teachers. ED 135 660
- Canale, Michael**
Aspects de l'usage de la preposition POUR en français ontarien: interference et/ou surgeneralisation? (Aspects of the Use of the Preposition POUR in Ontario French: Interference And/Or Overgeneralization?). Working Papers on Bilingualism, No. 12. ED 135 234
- Cannara, A. B.**
Experiments in Teaching Children Computer Programming. Technical Report No. 271. Psychology and Education Series. ED 135 327
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Consultation Skills Development: A Participative Case Analysis. Monograph Series, Vol. 1, No. 6.
ED 135 017
- Gordon, Ira J.**
School Performance as a Function of Early Stimulation. Final Report.
ED 135 469
- Gordon, Marshall**
Perspectives on Problem Solving: Person versus Paradigm.
ED 135 758
- Gorges, H. A., Ed.**
Staff Handbook on Natural Gas.
ED 135 637
- Gounard, Beverley Roberts**
Rate-Dependent Characteristics of Children's Immediate Recall Following an Auditory Presentation.
ED 134 981
- Graves, Sherryl B.**
Content Attended to in Evaluating Television's Credibility.
ED 135 330
Overview of the Project. [Credibility of Television Content].
ED 135 331
- Graziano, William G.**
Standards of Fair Play in Same- and Mixed-Age Groups of Children.
ED 135 500
- Greenfield, William D.**
On-the-Job Learning and Administrative Performance: A Response to Brown's Model.
ED 135 055
- Greenspoon, Joel, Ed.**
IN-ED, Volume 1, No. 1, January 1974.
ED 135 614
- Greenwood, Gordon E.**
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- Grimes, Vic**
Food Service: Production and Service.
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- Gross, Alice Dzen**
The Relationship between Sex Differences and Reading Ability: A Study of Children's Performance in an Israeli Kibbutz System.
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- Grotta, Gerald L.**
Circulation Price Elasticity in the Daily Newspaper Industry.
ED 134 991
- Grundin, Hans U.**
The Development of Reading and Writing Abilities in Adults.
ED 134 963
The Reading and Writing Abilities of Swedish Pupils: A Survey of the Development from Grade 1 to Grade 12.
ED 134 977
- Guba, Egon G.**
Who Produces What in Educational Research and Development?
ED 135 773
- Gubasta, Joseph L.**
Illusions and Realities of Managing for Planned Change.
ED 135 304
- Guerin, Gilbert R.**
Accelerated Learning: A Strategy for the Instruction of Pupils with Learning Disabilities in the Regular Classroom.
ED 135 154
- Guinagh, Barry J.**
School Performance as a Function of Early Stimulation. Final Report.
ED 135 469
- Guitart, Jorge M.**
Question of Language Loyalty. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 227
- Gullard, Pamela, Ed.**
Program on Science, Technology and Society (POSTS), Fourth General Report, Program Summary, September 1, 1975 through August 31, 1976. Final Report.
ED 135 608
- Gustafsson, Jan-Eric**
Differential Effects of Imagery Instructions on Pupils with Different Abilities.
ED 135 815
A Note on the Importance of Studying Class Effects in Aptitude-Treatment Interactions.
ED 135 806
- Haaby, Gary L.**
The Tennessee Exemplary Project in Career Education. Final Report.
ED 134 829
- Haberman, Martin**
Assessing Faculty's Community Service.
ED 135 301
External Degree Programs: Some Critical Issues for Higher Education.
ED 135 294
- Haertel, Geneva D.**
An Examination of the Relationship Between Memory and Higher Thought Processes Using a Sample of Fifth Grade Children. Technical Report No. 378.
ED 135 821
- Half, Henry M.**
Graphical Evaluation of Hierarchical Clustering Schemes. Technical Report No. 1.
ED 134 926
- Hall, Maud C.**
An Evaluation of Curriculum Planning Processes and Products.
ED 135 844
- Hallak, J.**
Some Issues in Rural Education: Equity, Efficiency and Employment. IIEP Seminar Paper: 24.
ED 135 536

- Halperin, Marcia S.**
Attitude and Attitude Change in Student Teachers. ED 135 772
- Hamilton, Jack A.**
Study Design and Analysis Plan. A Review of State Oversight in Postsecondary Education. ED 135 262
- Hamm, Russell L.**
The Arenas of Power: Focus on Schooling. ED 135 796
- Handler, Joel F.**
Social Reform Groups and Law Reformers. Institute for Research on Poverty Discussion Papers. ED 135 896
- Handley, Herbert M.**
Influence of Model Vocational Programs on the Attitudes of Rural Disadvantaged Adolescents. ED 134 799
- Hanken, Mary Alice**
The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973. ED 134 675
- Hannan, Michael T.**
Aggregation Gain Reconsidered. Technical Report No. 8. ED 135 813
- Hansen, Kristin A.**
Geographical Mobility: March 1975 to March 1976. Current Population Reports, Population Characteristics, Series P-20, No. 305. ED 135 729
- Hanson, J. Robert**
An Urban Student-Based Needs Assessment. ED 135 907
- Haque, M.**
Rural Education in Bangladesh - Problems and Prospects. IIEP Seminar Paper: 23. ED 135 535
- Harber, Jean R.**
WISC Profiles of Retarded Readers: Another Look. ED 134 956
- Harney, Andy L., Ed.**
Trends in Environmental Education, April/May/June 1975. ED 135 643
- Harnischfeger, Annegret**
Early Childhood Socialization and Social Class Environment. ED 135 457
- Harste, Jerome C.**
Professional Judgment as a Criterion Variable in Pre-Service Teacher Education Research. ED 135 761
- Hathaway, Walter, Ed.**
Proceedings of a Conference on "Educational Reform: The Role of Competency Based Education." ED 135 061
- Havens, Cheryl C.**
Articulation for Allied Health. Final Report. Omnibus Dissemination Project. ED 134 820
- Hawn, Joyce**
The Effects of Active and Quiet Activities Upon Subsequent Attending of Preschool Children. ED 135 471
- Hayden, Mary**
Choice or Chance. Planning for Independent College Marketing and Retention. Report on the Admissions and Retention Phase of Northwest Area Foundation's Independent College Program 1973-1975. ED 135 289
- Hazard, Francis E.**
Status Survey of Institutional Research--Ohio's Two-Year Campuses. ED 135 444
- Head, Sabin**
A Study of Child Variance, Volume 3: The Future; Conceptual Project in Emotional Disturbance. ED 135 122
- Heaton, James**
A Humanistic Approach to Quality in Media. Workpapers in Teaching English as a Second Language, Vol. 10. ED 135 205
- Hecht, Michael**
The Self-Fulfilling Prophecy: An Adaptation. ED 135 464
- Heck, Shirley F.**
An Integrated Pre-Service/In-Service School-Based Teacher Education Model. ED 135 795
- Heitowit, Ezra D., Comp.**
Science, Technology, and Society: A Guide to the Field. Directory of Teaching, Research, and Resources in the U.S. ED 135 640
- Heller, Joan I.**
The Series Program: One Student's Behavior. ED 135 386
- Hendrickson, James M.**
Error Analysis and Selective Correction in the Adult ESL Classroom: An Experiment. ED 135 260
Goof Analysis for ESL Teachers. ED 135 259
- Henneberry, John K.**
Proctor Personality Characteristics and Effectiveness in a PSI Course. ED 135 750
- Herron, J. Dudley**
What Research Says to the College Science Teacher. ED 135 600
- Herschbach, Dennis R., Comp.**
Cooperative Work Experience. An Annotated Resource Guide. ED 134 805
Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped. ED 134 806
- Hetzl, Robert W.**
A Process for Committeeship. ED 135 088
- Hiberman, Ira**
Teacher's Guide for Maryland v. Trouble: A Video Tape Recording. Law-Related Education Program for the Schools of Maryland. ED 135 713
- Hickrod, G. Alan**
The 1973 Reform of the Illinois General Purpose Grant-in-Aid: An Evaluation After Three Years. ED 135 867
- Hicks, Lou E.**
Rape Crisis Counseling. ED 134 916
- Higgins, Jon L., Ed.**
Research Sections, Annual Meeting of the National Council of Teachers of Mathematics (55th, Cincinnati, Ohio, April 20-23, 1977). Mathematics Education Reports. ED 135 670
- Hill, Walter**
Comparative Self-Esteem of Blacks and Whites in Segregated and Integrated Dyads. Technical Report No. 73-1. ED 134 856//
- Hilling, Carl H.**
Pre-School Conference: A New Approach to Discipline. ED 135 095
- Hines, Terence M.**
Slow But Sure: A Chronometric Analysis of the Process of Aging. ED 134 906
- Hirshberg, Jeffrey**
Instant Mapping of American Regional Vocabulary.
- Hirst, Ben A., Jr.**
First Progress Report of the Vocational-Technical Education Consortium of States. ED 134 726
Second Progress and Information Report of the Vocational-Technical Education Consortium of States. ED 134 727
- Hiscox, Michael D.**
A Survey of Occupational Licensing and Certification Procedures. ED 134 691
- Hochman, Darlene**
A Study of Achievement of Objectives by the Entering Class of 1971. ED 135 449
- Hochman, Irvin**
Survey of Consumer Education and Survey of Opinions of Secondary School Administrators Regarding Proposed Criteria for Consumer Education Programs in New Jersey Public Schools. ED 134 676
- Hoffman, John R.**
Comparison of Language Experience Approach to Reading with a Conventional Reading Approach in Eight Summer Migrant Schools. Educational Reports: Migrant Education Research Report. ED 135 557
- Hofmann, Richard J.**
Illustrative Examples of the Development and Interpretation of Hierarchical Tests in the Field of Learning Disabilities. ED 135 145
- Hogan, Thomas P.**
Student Evaluation of Courses in Terms of Personal Development. ED 135 800
- Holmquist, Albert M.**
A Definitional Field Study of Decision Making in IGE/MUS-E Schools. Technical Report No. 377. ED 135 054
- Holt, Wilma J.**
Problems in Aggression: Three Case Studies. ED 135 474
- Holzner, Burkart**
Managing Multidisciplinarity: Building and Bridging Epistemologies in Educational R&D. ED 135 760
- Homan, James C.**
Postsecondary Educational Needs in Michigan 1975. ED 135 283
- Honig, Alice S.**
Effects of Testing Style on Language Scores of Four-Year-Old Low-Income "Control" Children in Intervention Projects. ED 135 485
The Family Development Research Program: With Emphasis on the Children's Center Curriculum. ED 135 484
- Honsberger, Treva**
Career Placement by Work Sampling for the Handicapped 1976. A Research Report. ED 134 865
- Hood, Paul D.**
The Educational Information Market Study. Study of Information Requirements in Education. ED 135 411
- Hooper, Frank H.**
An Initial Analysis of Concrete Operations Task Performances and Memory Variables for Children Aged 5 to 13 Years. Technical Report No. 371. ED 135 820
- Horgan, Dianne**
The Development of the Full Passive. ED 135 224
- Horn, Jerry G.**
The Efficacy of Part-Time Consultants to Support Curriculum Dissemination.

- ED 135 655
Elementary Science Curriculum Implementation: As It Was and As It Should Be.
ED 135 639
- Horowitz, Edward**
Words Come in Families.
ED 135 002//
- Horton, Margaret W.**
The Use of Teacher Evaluation to Improve Instruction.
ED 135 775
- Hosiak, Patricia Page**
Emotional Disturbance. Can Emotionally Disturbed Students Be Integrated? An In-Depth Review of the Pertinent Literature.
ED 135 176
- Houck, Cherry K.**
Auditory Discrimination of Normal and Learning Disabled Children: A Comparison of Their Performance on the Goldman-Fristoe-Woodcock Test of Auditory Discrimination and Wepman Auditory Discrimination Test.
ED 135 152
- Houston, Helen R.**
A Selected Black Reading List.
ED 134 995
- Howard, Toni A., Ed.**
Prediction, Performance, and Promise: Perspective on Time-Shortened Degree Programs.
ED 135 303
- Hoyt, Kenneth**
Career Education Implications for Counselors. Monographs on Career Education.
ED 134 821
- Hoyt, Kenneth B.**
The School Counselor and Career Education. HEW Monographs on Career Education.
ED 134 905
- Huckestein, Joseph J.**
Administrative Procedures for Establishing an Effective Outdoor Program for 5th Grade Students of the Houston Independent School District.
ED 135 544
- Hughes, G. Edward**
State Community College Systems in Illinois and Tennessee: Historical, Philosophical, Legal and Financial Elements.
ED 135 442
- Huizinga, Raleigh J.**
Exploring Programming for the LD Child.
ED 135 156
- Hull, Cynthia Chan**
Survey of Education Information Service Sites. Study of Information Requirements in Education.
ED 135 410
- Hull, Joseph A.**
Fiber Optic Communications Technology. A Status Report.
ED 135 524
- Hulsart, Richard**
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839
- Hunt, John D.**
Zooroom City: An "Action" Centered Museum in the Classroom.
ED 135 641
- Hurst, Robert L.**
Situational Study of Migrant Farmworkers in South Carolina. Research Bulletin No. 3.
ED 135 558
- Hutcheson, Pat Penn**
Language Development and Reading: Perspectives on the Linguistically Different Learner; An Annotated Bibliography.
ED 134 943
- Hutchinson, Gail E.**
Refinement of a Follow-Up Questionnaire Designed to Measure Counseling Process and Outcome.
ED 134 897
- Jacko, Carol M.**
The University Supervisor: What Place in Academe?
ED 135 748
- Jackson, Frances**
An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.
ED 134 843
- Jackson, Shirley**
A Profile of Graduates: Virginia Community College System, 1974-75.
ED 135 428
- Jaeger, Richard M.**
An Abundance of Answers in Search of Questions: On a Methodology of Assessment Through Indicators.
ED 135 872
- Jain, Nemi C.**
Frontiers in Communication Curriculum: Inter-cultural Communication.
ED 135 026
- James, Overton**
Twenty-Ninth Annual Report of Indian Education in Eastern Oklahoma.
ED 135 538
- James, Shirley M.**
From Inservice to Implementation: The Integrated Language Arts Curriculum for Middle School Level Students.
ED 135 763
- Jani, Subhash Natwerlal**
Developmental Eclecticism: An Integrated Approach to Evaluating and Programming for the Learning Disabled.
ED 135 142
- Jenkins, John D.**
A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Volume I. Final Report.
ED 134 835
A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Final Report. Volume II.
ED 134 836
- Jenkins, Joseph R.**
Curriculum Biases in Reading Achievement Tests. Technical Report No. 16.
ED 134 938
- Johnson, Dale L.**
Houston Parent-Child Development Center. Final Report.
ED 135 459
- Johnson, Daniel M.**
Quality of Life Among Asian Americans in Middle Size Cities: Some Theoretical and Methodological Considerations.
ED 135 929
- Johnson, Esther**
Report On Bilingual Pilot Schools in New York City; A Study of a Court-Ordered Program for Pupils with English Language Difficulty.
ED 135 909
- Johnston, Jerome**
The Environmental Learnings Scorecard: A Behavioral Objectives Approach to Defining and Evaluating the Environmental Education Program for the Youth Conservation Corps.
ED 135 652
An Evaluation of the 1973 Youth Conservation Corps.
ED 135 654
- Jolls, Kenneth R.**
COED Transactions, Vol. 8, No. 10, October 1976. The Computer Generation of Thermodynamic Phase Diagrams.
ED 135 613//
- Jolly, J. A., Ed.**
Technology Transfer in Research and Development.
ED 135 405
- Jones, Robert Y.**
Work Evaluation Materials of the Sarasota County Vocational Technical School Evaluation Program.
ED 135 185
- Jones-Molfese, Victoria**
Two Operations in Class Inclusion: Part-Whole Comparisons and Hierarchical Classification.
ED 134 904
- Jonz, Jon**
Teacher's Guide for Poor Simpleton, MC Format.
ED 135 258
- Joyce, Charles C.**
Scientific and Technical Information: Options for National Action.
ED 135 385
- Jung, Steven M.**
Improving the Consumer Protection Function in Postsecondary Education. Final Technical Report.
ED 134 845
- Just, Anne E.**
Summary of Findings. Alaska School Finance Study Regional Workshops, October-November 1976.
ED 135 099
- Kachur, Donald**
Improving the Teacher's Awareness of Nonverbal Communication in the Classroom.
ED 135 777
- Kagiwada, George, Ed.**
Proceedings of the National Asian American Studies Conference II; A Tool of Change or a Tool of Control?
ED 135 911
- Kane, Janet Hidde**
Depth of Processing and Interference Effects in the Learning and Remembering of Sentences. Technical Report No. 21.
ED 134 942
- Kane, Michael B.**
Educational Change in Rural America. An Interim Report to the Experimental Schools Program.
ED 135 577
- Kanigher, Herbert**
Everyday Enrichment for Gifted Children at Home and School.
ED 135 192
- Kaplan, Marion**
Reading Improvement Through Teacher Education. Final Fourth-Year Report; Report Number 7703.
ED 135 871
- Kargo, Donald W.**
Performance Training Carrel for Electronics Principles Course.
ED 135 392
- Karlson, Alfred Lennart**
Preschool, Primary School, and Middle School Educational Practices in the People's Republic of China Today: A First Hand Report.
ED 135 483
- Karmos, Ann H.**
The University Supervisor: What Place in Academe?
ED 135 748
- Karraker, R. J.**
Three Case Studies of Behavior Therapy with University Students.
ED 134 917
- Kass, Walter**
Follow-Up Note on a Case of Learning Disability Thirty Years Later.
ED 135 130
- Katter, Robert V.**
Survey of Education Information Service Sites. Study of Information Requirements in Education.
ED 135 410
- Katz, Phyllis**
Modification of Children's Racial Attitudes. Final Progress Report.

- Kauchak, Don**
The Effect of Adjunct Questions on Conceptual Learning in Prose Materials. ED 135 882
- Kay, Peg**
Review of Representative Public Service Experiments as They Apply to Rural Telecommunications. Office of Planning and Policy, Office of Telecommunications Policy: A Staff Research Paper, October 1976. ED 134 966
- Kaye, Kenneth**
Learning by Imitation in Infants and Young Children. Final Report. ED 135 523
- Kaye, Mildred**
College Discovery and Development Program; School Year 1974-75. ED 135 917
- Keefe, Barbara**
A Comparison of Laterality Between Normal and Dyslexic Readers. ED 135 168
- Keener, Nancy D.**
Goal Attainment Follow-up at a Preschool Diagnostic Center. ED 135 863
- Kelter, Joel**
Implementing Uniform Suspension Procedures in the Broward County, Florida School System. ED 135 100
- Keller, Ann**
Dimensions of Self-Concept in Preschool Children. ED 135 498
- Keogh, William J.**
The Effects of Antecedent Stimuli Upon a Preschool Child's Peer Interaction. ED 135 473
- Kern, Ulrich, Ed.**
Dialogue and Training. 1975. ED 134 723
- Kess, Joseph F.**
A Note on Nativism. ED 135 220
- Keys, Christopher**
The Influence of Proxemic Variables on Dyadic Interaction Between Peers. ED 134 876
- Kiehl, Charles F.**
Competency Based Teacher Education Certification Program in Mathematics 7-12, Provisional. ED 135 633
- Kindleberger, Charles P.**
Germany's Persistent Balance-of-Payments Disequilibrium Revisited. German Studies Notes. ED 135 672
- King, D. W.**
Statistical Indicators of Scientific and Technical Communication (1960-1980) Volume I: A Summary Report. ED 135 340
- King, David C.**
Suggestions for Curriculum Development on Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 691
Suggestions for Curriculum Development on Interdependence; Part C, 7-9 [And] Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides. ED 135 692
Suggestions for Curriculum Development on Communication; Part A, K-3. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides. ED 135 693
- King, Donald W.**
Statistical Indicators of Scientific and Technical Communication (1960-1980) Volume II: A Research Report. ED 135 336
- King, K.**
Curriculum Development for Basic Education in Rural Areas. IIEP Seminar Paper: 18. ED 135 531
- Kirby, Paul J.**
Microcomputer Controlled, Interactive Testing Terminal Development. ED 135 388
- Kirschner, Alan H.**
Annual Statistical Report of the Member Institutions. ED 135 300
- Kirshner, A. J.**
Kirshner Saroj Visual Perceptual Speed Test: A Test of Visual Readiness for Reading. ED 135 143
- Kirst, Michael W.**
Governance of Elementary and Secondary Education. An Occasional Paper. ED 135 070//
- Kitley, Philip J.**
The Vancouver Elementary Schools Area Counsellor Services and the Area Counsellor Training Program. A Study Prepared for the Vancouver School Board. Research Report No. 75-03. ED 134 883
- Kleiman, Glenn M.**
The Effect of Previous Context on Reading Individual Words. Technical Report No. 20. ED 134 941
The Prelinguistic Cognitive Basis of Children's Communicative Intentions. Technical Report No. 19. ED 134 940
- Kline, Lloyd W.**
That Which Is Lost in Translation. ED 134 949
- Kneupper, Charles W.**
A Theory of Adaptation for Readers Theatre. ED 135 020
- Kolker, Aliza**
Factors in Remedial Education. The Case Study of an Alternative School. ED 135 425
- Korbel, John J.**
Poverty Status of Families Under Alternative Definitions of Income; Background Paper No. 17. ED 135 903
- Korim, Andrew S.**
Century Three: Implications for Community and Junior College Research. ED 134 740
- Kosecoff, Jacqueline**
The Appropriateness of Criterion-Referenced Tests for Evaluation Studies. ED 135 841
A System for Describing and Evaluating Criterion-Referenced Tests. ED 135 840
- Kotin, Lawrence**
Due Process in Special Education: Legal Perspectives - The State of the States, P.L. 94-142 and Systems Design. ED 135 166
- Kowalski, Joan P. Sullivan**
Orientation Programs for New Teachers. ERS Report. ED 135 073//
- Kozakiewicz, Mikołaj**
Theoretical and Practical Implications of the Different Meanings of Unequal Access to Education. ED 135 513//
- Krauthamer, Carole**
Absence of Lateral Dominance and Handedness in Children with Minimal Brain Dysfunction. ED 135 161
- Kress, Gary**
Aptitude Level and Performance on Intramodal and Intermodal Form Discrimination Tasks. Technical Report. ED 134 892
- Kroupa, Eugene A.**
Wisconsin Radio and Television Agricultural Market News Programming. Wisconsin Agricultural Extension Service Research Report No. R2615, April 1974. ED 135 528
- Kubala, Albert L.**
The Effects of Group Competition Upon Student Performance. Technical Report 68-7. ED 134 884
- Kuchinskas, Gloria**
Teacher Education in Reading at the School District Level. ED 134 955
- Kulm, Joan**
Library Loans to the Schools of Engineering. ED 135 366
- Kunkle, John F., Ed.**
Bilingual Education and FLES: Keeping the Child in Focus. A Report by the 1974 FLES and Bilingual Education Section of the American Association of Teachers of French. ED 135 219
- Ladd, Everett Carl, Jr.**
Survey of the Social, Political, and Educational Perspectives of American College and University Faculty. Final Report. 2 Volumes. ED 135 278
- Laense, Joyce**
Senior Centers: Report of Senior Group Programs in America. ED 134 885
- Lamb, Janice**
Ways to Bring a "Far Out" Subject SPACE BIOLOGY Into the Classroom. ED 135 603
- Lambert, Leo**
Sports Finances in Small Texas High Schools: Statistical Measures to Serve as Athletic Budget-Making Guidelines and Evaluation Criteria. ED 135 564
- Lambert, Roger H.**
A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition. ED 134 679
- Lambert, Virginia**
Community Problems in Eight Northwestern Counties. Report No. 1 of a Series on Quality of Life and Development in Northwestern Wisconsin, January 1976. ED 135 572
Community Problems in Five West Central Counties. Report No. 7 of a Series on Quality of Life and Development in Northwestern Wisconsin, February 1976. ED 135 574
Preferences for Expansion of Public Services in Eight Northwest Wisconsin Counties. Report No. 2 of a Series on Quality of Life and Development in Northwestern Wisconsin, January 1976. ED 135 573
Preferences for Expansion of Public Services in Five West Central Wisconsin Counties. Report No. 8 of a Series on Quality of Life and Development in Northwestern Wisconsin, February 1976. ED 135 575
- Lamendella, John T.**
Maturational Stages in the Development of Communication Systems By the Child. San Jose State Occasional Papers in Linguistics, Vol. 1, November 1975. ED 135 222

300 Author Index

- Landrith, Harold E.**
Systems Approach to Evaluation. ED 135 736
- Landrith, Harold F.**
Systems Approach to In-Service Education. ED 135 737
- Lange, Mildred**
Determining Performance Levels of Competencies for Job Entry for Medical Assistants. Final Report. ED 134 834
- Larson, Meredith A.**
Educational Indicators and Educational Policy. An Occasional Paper. ED 135 071//
- Latta, R. Michael**
Relation of Properties of Causal Attribution and Success Feedback to Performance Efficiency. ED 134 910
- Lavin, Richard J.**
Inservice Training for Professional Educators: A Case Study of a Program Implemented in the Region Served by the Merrimack Education Center. ED 135 189
- Lawrence, Brian F.**
Numerical Procedures in the Optimal Grouping of Students for Instructional Purposes. Technical Report No. 399 (Parts 1 and 2). ED 135 874
- LeBlanc, Judith M.**
Variable Differential Reinforcement of Other Behavior (VDRO): Its Effectiveness as a Modification Procedure. ED 135 472
- Lee, Connie W.**
Third Progress and Information Report of the Vocational-Technical Education Consortium of States. ED 134 681
- Lee, Glenda**
The Effects of the Family Educational Rights and Privacy Act of 1974 Upon Employers' Perceived Value of Student Credentials. Educational Policy Systems. ED 134 881
- Lee, Mabel**
Memories of a Bloomer Girl. ED 135 754
- Leenhouts, Thelma Kay**
Communication Similarities and Differences of the Female and Male Legislators in the 1975 Michigan House of Representatives. ED 135 037//
- Leggett, Ellen L.**
Culturally Responsive Education: A Response to LAU Remedies II. ED 135 241
- Leifer, Aimee D.**
Factors Which Predict the Credibility Ascribed to Television. ED 135 332
- Lemon, Judith**
Teaching Children to Become More Critical Consumers of Television. ED 135 333
- Lenihan, Kenneth J.**
Unlocking the Second Gate: The Role of Financial Assistance in Reducing Recidivism Among Ex-Prisoners. R&D Monograph 45. ED 134 704
- Leong, C. K.**
Learning to Read in English and Chinese--Some Psycholinguistic and Cognitive Considerations. ED 134 946
- Lepper, Mark R.**
Generalized Effects of Modeled Self-Reinforcement Training. Final Report. ED 135 466
- Leslie, Adrian R.**
Quest for a Computerised Semantics. ED 135 204
- Levey, Linda M.**
Children's Comprehension of Referential Communication: Decoding Ambiguous Messages. ED 134 957
- Levine, Maureen Julianne**
Verbal Recall of Auditory and Visual Signals by Normal and Deficient Reading Children. ED 135 141
- Leviton, Dan**
U.S. House Select Committee on Aging. Testimony. ED 134 866
- Lewis, Alan D.**
Estimating Space for Staff. ED 135 374
- Lewis, Wiley B.**
Vocational Educators' Perceptions of Curriculum Materials Development. Final Report. ED 134 688
- Licata, Joseph W.**
An Internal Evaluation of a Field-Based Training Component for School Administrators. ED 135 812
- Lincoln, William F.**
Mediation: A Transferable Process for the Prevention and Resolution of Racial Conflict in Public Secondary Schools. A Partial Case Study with Analysis. ED 134 867
- Linn, Gary**
Community Problems in Five West Central Counties. Report No. 7 of a Series on Quality of Life and Development in Northwestern Wisconsin, February 1976. ED 135 574
- Linn, J. Gary**
Residential Location, Size of Place, and Community Satisfaction in Northwest Wisconsin. Report No. 13 of a Series on Quality of Life and Development in Northwestern Wisconsin, August 1976. ED 135 570
- Linnstaedter, LaNelle**
Effects of Perceived Attractiveness and Sex-Role Interests on Interpersonal Attraction. ED 134 896
- Lipset, Seymour Martin**
Survey of the Social, Political, and Educational Perspectives of American College and University Faculty. Final Report. 2 Volumes. ED 135 278
- Lira, Juan**
The Oral English of Mexican American Spanish-Speaking Students in a Monolingual and Bilingual School Setting: An Analysis of Syntactic and Morphological Development. ED 134 996
- List, Frank A.**
A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report. ED 134 703
- Listowski, David**
Work Estimate at an Information Center. ED 135 363
- Litow, Leon**
Classroom Interdependent Group-Oriented Contingencies: An Annotated Bibliography. ED 134 886
- Livingston, Samuel A.**
Choosing Minimum Passing Scores by Stochastic Approximation Techniques. ED 135 837
- Lodato, Francis J.**
Remedial Services for Eligible Nonpublic School Pupils: Clinical and Guidance Component. School Year 1974-1975. ED 135 927
- Logan, Robert S.**
A Survey and Analysis of Military Computer-Based Training Systems: A Two Part Study. Volume I: A Survey and Annotated Bibliography of Authoring Aids for Instructional Systems Development. ED 135 401
- Lohman, Maurice A.**
Bilingual Pupil Services; School Year 1974-1975. ED 135 921
- Londhe, Suresh R.**
Situational Study of Migrant Farmworkers in South Carolina. Research Bulletin No. 3. ED 135 558
- Long, Cathryn J., Ed.**
Patterns for Teaching Interdependence; Part A. K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. ED 135 690
- Long, James J.**
Financial Report, Fiscal Year Ended June 30, 1976. ED 135 415
- Long, Janice**
Teaching Reading Skills in the Community College Class Room. ED 134 925
- Long, Roger M.**
240 Students and 1 and 3/5 Teachers-A Junior High Developmental Reading Program. ED 134 974
- Long, Samuel**
Academic Ideology and the Post-activist Generation: Students' Reactions to the University. ED 135 716
- Love, Judith A.**
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- Lovelace, Bill E.**
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- Rawson, Wilbur A.**
A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas. Final Report. ED 134 719
- Reckase, Mark D.**
Computerized Achievement Testing Using the Simple Logistic Model. ED 135 853
- Reggio, Kathryn D.**
Individualized Health Incentive Program Modules for Physically Disabled Students in Grades Kindergarten Through Twelve. ED 135 793
- Regimbal, Thomas**
Industrial Arts in the Junior High School: Purposes, Objectives, Observable Behaviors. A Guide for Teachers of the Maryland Plan for Industrial Arts. ED 134 788
- Reinhartz, Judy**
An Experimental Program in Field-Based Prestudent Teaching Experiences. ED 135 746
- Reuter, Katherine E.**
Variable Differential Reinforcement of Other Behavior (VDRO): Its Effectiveness as a Modification Procedure. ED 135 472
- Reynolds, Maynard C.**
Mainstream Education: Focus on Individualization. ED 135 116
- Reynolds, Thomas J.**
The Analysis of Dominance Matrices: Extraction of Unidimensional Orders Within a Multidimensional Context. Technical Report No. 3. ED 134 903
- Rhodes, Frances Joan**
The Effects of Advance Organizers on Selected Cognitive Styles and Different Cognitive Structures in a Programmed Learning Task of Grammatical Usage. ED 134 998//
- Rhodes, William C.**
A Study of Child Variance, Volume 1: Conceptual Models; Conceptual Project in Emotional Disturbance. ED 135 120
A Study of Child Variance, Volume 2: Interventions; Conceptual Project in Emotional Disturbance. ED 135 121
A Study of Child Variance, Volume 3: The Future; Conceptual Project in Emotional Disturbance. ED 135 122
- Rhone, David H.**
Pennsylvania Public School Finance: A Basic Guidebook Reviewing the Support and Funding of Public Education. ED 135 060
- Ribble, James Mark**
A Description of Teacher-Student Interaction from a Developmental Perspective. ED 135 033//
- Richardson, Mary S.**
Vocational Maturity and Career Orientation in College Women. ED 134 911
- Riley, Bob**
The Effect of Title IX of the Education Amendments of 1972 on the Administration of Girls' Competitive Athletic Programs in Selected Public High Schools of Texas. ED 135 077
- Riley, Gerald R.**
Follow Through Program Evaluation, 1975-76. ED 135 843
- Ringers, Joseph, Jr.**
Community/Schools and Interagency Programs: A Guide. ED 135 043//
- Roark, Sue N.**
Ethnicity and Identity in Northeastern Oklahoma. ED 135 576
- Robins, Lee N.**
The Vietnam Drug User Returns. Final Report. Special Action Office Monograph, Series A, Number 2, May 1974. ED 134 912
- Robinson, Ann Garrett**
The Effects of a Community Service-Oriented Curriculum on Alienation, Perceived Student Role and Course Satisfaction in Community College Students. ED 135 431
- Robinson, James T.**
Social Issues in Science Curricula. ED 135 601
- Roesler, Elmo**
A Profile of Graduates: Virginia Community College System, 1974-75. ED 135 428
Research in the Virginia Community College System, 1975-76. ED 135 429
- Roesler, Elmo D.**
A Profile of First-Time Students at Virginia Community Colleges, 1974-75. ED 135 427
- Rogers, George W., Jr.**
The Strong-Campbell's AOR Scale and Academic Achievement in College. ED 135 819
- Roman, Richard A.**
The Series Program: One Student's Behavior. ED 135 386
- Roos, Marie C.**
ON-SITE: Oklahoma Nucleus for School Involvement in Teacher Education. ED 135 739
- Root, Shelton L., Jr.**
A Comparison between Works of Realistic Contemporary Fiction by Non-American and American Authors Whose Books Have Settings Other Than the United States, Whose Major Characters Are Not Citizens of the United States and Which Are Appropriate for Children Nine through Twelve Years of Age. ED 134 965
- Rorvig, Mark Evan**
The Effect of State and Federal Grants on Local Library Funding Support: A Statistical Analysis of Six Rural Arizona Counties. ED 135 398
- Rose, Pearl H.**
Development of a Plan for Providing Career Information for Handicapped Students. An Analysis of Occupational Descriptions for the Handicapped. Final Report. ED 134 791
- Rosenfelt, Deborah Silverton, Ed.**
Strong Women: An Annotated Bibliography of Literature for the High School Classroom. ED 135 675
- Ross, Geraldine**
Program Implementation and Pupil Achievement in Three Title I Projects. ED 135 857
- Ross, Sylvia**
Children's Interactions in Open Versus Traditional Settings. ED 135 468
- Roth, Robert A.**
Evidence on the Effectiveness of Competency Based Teacher Education Programs. ED 135 780
- Roth, Robert E.**
A Review of Research Related to Environmental Education, 1973-1976. ED 135 647
- Rothstein, Evelyn**
Assessing Reading Competency: A Psycholinguistic Perspective. ED 135 150
- Rothstein, Robert N., Ed.**
IN-ED, Volumes 4 and 5, Nos. 6 and 7, February and March 1976. ED 135 615
- Rouin, Carole**
The Deaf-Blind Child and the Nutritionist, the Social Worker, and the Public Health Nurse. Proceedings. ED 135 201
The Deaf-Blind Child and the Vocational Rehabilitation Counselor. ED 135 200
The Media As an Instructional Aid with the Deaf-Blind. Proceedings. ED 135 198
The Roles of Parents, Teachers, and Administrators in Programs for the Deaf-Blind. ED 135 196
Rubella Deaf-Blind Child: Implications of Psychological Assessment. Proceedings. ED 135 197
Special Study Institute for Teachers of Deaf-Blind Multihandicapped Children. ED 135 195
- Rowe, Debbie A.**
The Strong-Campbell's AOR Scale and Academic Achievement in College. ED 135 819
- Rowe, Ronald**
The Philosophic Consistency of Science Teachers' Opinions About the Structure of Scientific Laws and Theories. ED 135 651
- Rozansky, Rosa D.**
The Impact of CETA on Institutional Vocational Education. ED 134 792
The Impact of CETA on Institutional Vocational Education. An Update, 1976. ED 134 793
- Rubba, Peter A.**
Attitude Changes of Elementary Teachers Trained and Selected as Model Science Teachers. ED 135 646
- Rubin, Louis**
The Reformation of Schooling. ED 135 751
The Societal Future and Teaching. ED 135 752
- Rubin, S. E.**
Arkansas Studies in Vocational Rehabilitation: Empirically Derived Rehabilitation Counselor Subgroups and Their Biographical Correlates. Special Report. ED 134 855//
- Rucker, Kathryn, Comp.**
A Directory of Resources in Science, Technology and Values. ED 135 611
- Rudvall, Gote**
Interdisciplinary Teaching in the Human Sciences at the Senior Level of the 9-Year Comprehensive School in Sweden. Educational and Psychological Interactions, No. 56. ED 135 720
- Ruhe, John A.**
Comparative Self-Esteem of Blacks and Whites in Segregated and Integrated Dyads. Technical Report No. 73-1. ED 134 856//
- Rumelhart, David E.**
Accretion, Tuning and Restructuring: Three Modes of Learning. Report No. 7602. ED 134 902
- Ruud, Orville George**
The Construction of an Instrument to Measure Proportional Reasoning Ability of Junior High Pupils. ED 135 616
- Saad, Geti, Ed.**
Selected Bibliography of Educational Materials in Pakistan, Vol. 9, No. 3, 1975, Period Covered July-September 1975.

- Saarni, Carolyn**
Developmental Changes in Children's Inferential Explanations of Nonverbal Social Interaction. ED 135 689
- Sachar, Jane**
Use of Performance Models in Developing Standardized Tests. ED 134 901
- Sala, Teresa**
The Introduction of New Elements of Knowledge into Upper Secondary Education in Italy, 1971-1975. Education and Culture. ED 135 696
- Salinas, Claudio**
An Investigation of the Needs of Children in the Migrant Education Program in the State of Oklahoma. Summary Report. ED 135 552
- Sallada, Logan H.**
Key Issues and Problems in Developing New National Policy for Civic Education. ED 135 688
- Salley, Charles D.**
A Review of Economic Multipliers for Post-Secondary Institutions with Selected Models Applied to Georgia State University. Report No. 77-5. ED 135 320
- Salmon-Cox, Leslie**
Managing Multidisciplinarity: Building and Bridging Epistemologies in Educational R&D. ED 135 760
- Sanders, Jean E.**
Inservice Training for Professional Educators: A Case Study of a Program Implemented in the Region Served by the Merrimack Education Center. ED 135 189
- Sanders, Susan**
Data Management & Decision Making. Technical Report No. 14. ED 135 058
- Sapir, Selma C.**
Controversial Issues in Learning Disability. ED 135 149
- Sarno, Marie R.**
Nontraditional Career Development Programs for Women. A Career Exploration Project for Disadvantaged Youth. ED 134 864
- Saroj, Satish K.**
Kirshner Saroj Visual Perceptual Speed Test: A Test of Visual Readiness for Reading. ED 135 143
- Saunders, E.D.**
Social Investigation in Physical Education and Sport. ED 135 767//
- Savignon, Sandra J.**
Communicative Competence: Theory and Classroom Practice. ED 135 245
- Sawyer, Richard L.**
College Student Profiles: Norms for the ACT Assessment. 1976-77 Edition. ED 135 873
- Schacht, Leatrice S.**
Personality Development and Learning Disabilities: Long Term Follow-Up of Psychotherapeutic Remediation. ED 135 123
- Schallert, Diane Lemonnier**
Improving Memory for Prose: The Relationship between Depth of Processing and Context. Technical Report No. 5. ED 134 929
- Scheetz, James P.**
The Use of PBIB Designs in Educational Evaluation. ED 135 834
- Scherer, Jacqueline**
Teaching Social Problems: A Review and Discussion of Possible Approaches. ED 135 717
- Schiller, Herbert I.**
Communication and Cultural Domination. ED 135 024//
- Schlachter, Gail**
Blacks in an Urban Environment; A Selected Annotated Bibliography of Reference Sources. ED 135 908
- Schlenker, Richard M.**
An Introduction to Marine Education, A Course for Preservice Science Teachers. ED 135 644
- Schmidt, James R.**
Educators Guide for Budgeting School Equipment. First Annual Edition. ED 135 101//
- Schmidt, Richard W.**
Sociolinguistic Variation and Language Transfer in Phonology. Working Papers on Bilingualism, No. 12. ED 135 235
- Schmidt, Roy L.**
Implementing An Occupational Information System. Final Report. ED 134 787
- Schneider, Michael J.**
Thought, Sex, and Language: The Sapir-Whorf Hypothesis as Implicit Ideology and Rhetorical Strategy in the American Women's Movement. ED 135 025
- Scholes, Robert J.**
Comprehension of Double-Object Constructions by Hard-of-Hearing Subjects. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2., No. 1. ED 135 251
- Schoolcraft, Denzil R.**
The Relationship of Scores on Three Personality Assessment Instruments to Reading Levels. ED 134 952
- Schroepfer, Dorothy**
Helping Your Children Discover. ED 134 947
- Schulman, Rosalind**
Societal Boundaries on Cybernetic Action or Decision-Making. ED 135 031
- Schultz, James V.**
Winnequah School Case Study: An Individualization Alternative for Secondary Reform. Technical Report No. 403. ED 135 052
- Schuster, H. J.**
The Institutionalization of Planning and Data Processing in University Administration. ED 135 277
Training Programme for University Management in the United States. ED 135 276
- Schwartz, Edward**
Building Community. ED 135 707
The Institute Papers: Towards a Recovery of Civic Idealism. ED 135 706
- Schwartz, Robert M.**
Strategic Processes in Beginning Reading. Technical Report No. 15. ED 134 937
- Schwarz, Philip J.**
COM: Decisions and Applications in a Small University Library. ED 135 391
- Scotfield, Sandra, Ed.**
Proceedings of a Conference on "Educational Reform: The Role of Competency Based Education." ED 135 061
- Scott, Jerrie Cobb**
The Readability of Grammatical Patterns for Black Inner City First Graders. ED 134 959//
- Scott, Robert A.**
The Opening of Admissions: The Case of the State University of Agape System. ED 135 319
- Seale, Jan**
Mexican-American Folklore: An Approach to the Research Paper. ED 135 012
- Sedlacek, William E.**
An Evaluation of a Women's Studies Program. ED 135 315
- Sewel, John**
Education and Migration. A Study of the Migration and Job Expectations of Young People and Their Parents in the Highlands and Islands of Scotland. ED 135 509
- Shadish, William R., Jr.**
Development of a Behavioral Affective Relationship Scale for Encounter Research. ED 134 900
- Shann, Mary**
Student Effects of an Interdisciplinary Curriculum for Real Problem Solving: The 1974-75 USMES Evaluation. Final Report. ED 135 864
- Shann, Mary H.**
An Evaluation of Unified Science and Mathematics for Elementary Schools (USMES) During the 1973-74 School Year. ED 135 861
Measuring Problem Solving Skills and Processes in Elementary School Children. ED 135 807
- Sheingold, Karen**
Children's Recognition of Some Dimensions of Pictured Events. ED 135 494
- Shelley, Mark**
Career Placement by Work Sampling for the Handicapped 1976. A Research Report. ED 134 865
- Sher, Jonathan P.**
Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation. ED 135 507
- Sheridan, Rita**
Augmenting Reading Skills through Language Learning Transfer. FLES Latin Program Evaluation Reports, 1973-74, 1974-75, 1975-76. ED 135 218
- Sherman, Julia A.**
Girls' Attitudes Toward Mathematics: Implications for Counseling. ED 134 920
- Shinn, James L.**
Half-Million-Dollar Decisions--the Recruitment and Selection of Educators. OSSC Bulletin Vol. 20, No. 6. ED 135 074
- Short, Edmund C., Ed.**
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- Shueman, Sharon A.**
An Evaluation of a Women's Studies Program. ED 135 315
- Siegel, Martin A.**
Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education. Technical Report No. 9. ED 134 932
- Silver, Harvey F.**
An Urban Student-Based Needs Assessment. ED 135 907
- Sim, Yong Sup**
A Self-Guided Library Tour Method at Mercer County Community College. The Learning Theory and Applications Module. ED 135 342

- Simeonsson, Rune J.**
Conceptions of Illness Causality in Hospitalized Children.
ED 135 505
- Simon, Jeffrey Neil**
Real and Ideal Television News Images: A Q-Analysis.
ED 135 038//
- Simon, Kathryn**
Trends in the Newspaper Budget.
ED 134 990
- Sims, E. Norman**
Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: The Omnibus Dissemination Program.
ED 135 404
- Sinor, Denis**
What Is Inner Asia? Teaching Aids for the Study of Inner Asia, No. 1.
ED 135 724
- Sippelle, R. Carl**
The Induction of Euphoric and Dysphoric States with Induced Affect.
ED 134 899
- Sirois, Herman A.**
A Factor-Analytic Validity Study of the Blumberg-Amidon "Teacher Perceptions of Supervisor-Teacher Conferences" Instrument.
ED 135 866
- Sjodahl, Lars**
Choice of Aspects for Describing Work in Educational Planning. Didakometry. No. 51, August 1976.
ED 134 683
- Slobodian, June J.**
School, Community and Parent Involvement in Development of Competency-Based Teacher Education and Inservice in Learning Disabilities.
ED 135 148
- Smart, John M., Ed.**
Prediction, Performance, and Promise: Perspective on Time-Shortened Degree Programs.
ED 135 303
- Smeaton, Jane**
Barriers to Enrollment in Post-Secondary VTAE Programs in Wisconsin; Report Pertaining to Southwest Wisconsin Vocational-Technical Institute, Fennimore, Wisconsin.
ED 135 445
- Smiley, Sandra S., Ed.**
Language and Learning.
ED 134 978
- Smith, Philip D.**
Shortwave Radio and the Foreign Language Classroom.
ED 135 215
- Smith, Phillip C.**
Individualized Instruction: An Alternate Composition Program.
ED 134 994
- Smith, William L.**
On Teaching the Language Arts to Culturally and Dialectally Different Children: Teaching the Teacher First.
ED 134 962
- Smythe, P. C.**
Role of Attitudes in Acquiring the Language of Another Ethnic Group. Research Bulletin No. 7.
ED 135 210
- Snow, David L.**
A Psychosocial Data System for Children's Community Mental Health Services.
ED 134 879
- Soar, Robert S.**
Validity of Two Sign Systems Based on Inductively Derived Teacher Competencies.
ED 135 798
- Sofranko, Andrew J.**
Recent Population Changes in Illinois. Community Resource Development (CRD)-2.
ED 135 563
- Sole, Yolanda R.**
Variantos morfosintacticas en el español de Tejas (Morphosyntactic Variants in the Spanish of Texas). Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 256
- Sole, Yolanda Russinovich**
Sociocultural Determinants of Symmetrical and Asymmetrical Address Forms in Spanish.
ED 135 203
- Soles, Stanley**
Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75.
ED 135 923
- Solomon, Lewis C.**
Wisdom or Waste? College as a Training Ground for Jobs.
ED 135 274
- Southard, J. K.**
Office of the Coordinator of CDA Assessment for Southwest Region, Final Report: 1973-1974-1975.
ED 135 458
- Spalding, Norma V.**
Research with QNST: A Review.
ED 135 153
- Speedie, Stuart M.**
Data Management & Decision Making. Technical Report No. 14.
ED 135 058
- Speiss, Madeleine**
Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part E - Report Synthesizing Evaluation of Development and Implementation of Model Training Program.
ED 135 810
- Spooner, William E.**
Kindergarten Science Project.
ED 135 662
- The Science Curriculum Improvement Study: (SCIS) Works in N.C.**
ED 135 663
- St. Clair, Robert**
Interdisciplinary Aspects of Bilingual Education. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2., No. 1.
ED 135 252
- Stacey, Susan E.**
A Guide to Questionnaire Development. Working Paper No. 33.
ED 135 825
- Standley, Kay**
Observational Data on the Psychological Experience of Childbirth.
ED 135 503
- Stangvik, Gunnar**
Approaches to the Analysis of Learner-Task Interactions and Some Implications for the Study of Pedagogical Processes. Project YP, Report No. 7.
ED 135 814
- Steers, Richard M.**
Methodological Issues in Evaluating Organizational Effectiveness.
ED 134 880
- Steffen, Dale A.**
Performance Training Carrel for Electronics Principles Course.
ED 135 392
- Software for Performance Training Carrel.**
ED 135 393
- Steg, Doreen E.**
Societal Boundaries on Cybernetic Action or Decision-Making.
ED 135 031
- Steiger, JoAnn M.**
Report and Guidelines on Improving the Retrieval of Product Information from ERIC. Final Report.
ED 135 326
- Stein, John Hollister**
Paralegals: A Resource for Public Defenders and Correctional Services. Prescriptive Package.
ED 134 695
- Steinacher, Richard Connor**
Learning to Write by Writing in a Community College Remedial Composition Course.
ED 134 999//
- Steinberg, Lois S.**
Report on Bilingual Education: A Study of Programs for Pupils with English Language Difficulty in New York City Public Schools.
ED 135 910
- Steingress, Frederick M.**
Stationary Engineering. Science 2. Teachers Guide.
ED 134 819
- Stationary Engineering. Science Manual-2.**
ED 134 818
- Steinwachs, Barbara**
A Selected List of Urban, Environmental and Social Problem Gaming/Simulations.
ED 135 667
- Stephenson, Robert W.**
On-the-Job Training in the Air Force: A Systems Analysis. Final Report.
ED 134 814
- Stern, Barry**
Lifetime Distribution of Education, Work and Leisure: Research, Speculations and Policy Implications of Changing Life Patterns.
ED 135 268
- Stern, Virginia**
Cognitive Aspects of Young Children's Symbolic Play. Final Report.
ED 135 501
- Stevens, David W., Ed.**
Occupational Employment Projections for Program Planning Purposes: Issues and Examples. Proceedings of a National Workshop-Conference (TWA Breech Training Academy, Overland Park, Kansas, July 10-11, 1975).
ED 134 841
- Stewart, G. Kent**
Calculating School Building Utilization.
ED 135 076
- Stinner, William F.**
Sex Differentials in Educational and Labor Force Role Distributions in the Philippines.
ED 135 561
- Stodolsky, Susan Silverman**
Correlates of Children's Patterns of Activity in "Garden Variety" Open Classrooms.
ED 135 496
- Stone, Frank A., Ed.**
Proceedings of an International Conference on Expanding Dimensions of World Education (Hacettepe University, Ankara, Turkey, June 21-24, 1976).
ED 135 710
- Strand, Melvin L.**
An Analysis of the Results of a Student Questionnaire Evaluation of a Ninth-Grade Language Arts Minicourse Program.
ED 135 000//
- Strange, Robert E.**
Home From the War: A Study of Psychiatric Problems in Viet Nam Returnees.
ED 134 857//
- Stranges, Richard J.**
Creative Imagery in Marital Counseling: An Outgrowth of Adlerian Concepts.
ED 134 898
- Stroinigg, Dieter**
Counseling-Learning: A Practical Application in FL Learning.
ED 135 250
- Strully, Cynthia F.**
Test Analyses: Screening and Verification Instruments for Preschool Children. Volume I.
ED 135 856
- Strum, Irene**
Bilingual Program in Auxiliary Services for High Schools; School Year 1975-76.
ED 135 922
- The Relationship Between the Cognitive, Conceptual, Emotional, and Perceptual-Motor Development in Disadvantaged Kindergartners.**
ED 135 463

308 Author Index

- The Self-Fulfilling Prophecy: An Adaptation.
ED 135 464
- Suid, Murray**
Media & Kids: Real-World Learning in the Schools.
ED 135 013//
- Summers, Gene F.**
Rural Industrial Development Bibliography. Selected Impact Study Documents. Working Paper RID 75.1, January 1975.
ED 135 571
- Surace, Cecily J.**
Rand Library Evaluation Survey.
ED 135 375
- Suver, J. Allen**
Development of a Curriculum Articulation Model between Vocational-Technical Institutes, Community Colleges, School Districts. A Regional Cooperative Research Project. Final Report.
ED 134 801
- Swacker, Marjorie**
When [-Native] Is [-Favorable]. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 254
- Swain, Rufus S.**
Faculty Satisfaction-Dissatisfaction and Management by Objectives for Results.
ED 135 436
- Swanson, Bonnie H.**
Developmental Eclecticism: An Integrated Approach to Evaluating and Programming for the Learning Disabled.
ED 135 142
- Swift, W. H.**
Report of the Northland School Division Study Group.
ED 135 548
- Szabo, Michael**
Science Education and Computer Managed Instruction: The State of the Art.
ED 135 599
- Szalay, Lorand B.**
Ethnic-Racial Attitudes, Images, and Behavior by Verbal Associations. Technical Report.
ED 134 858//
- Szwengrub, Lili Maria, Ed.**
Rural Social Change in Poland.
ED 135 510
- Takanishi, Ruby**
Early Childhood Education in Urban America. Part I: An Overview.
ED 135 452
Early Childhood Education in Urban America. Part II: An Overview of Policy Issues.
ED 135 453
- Tamir, Pinchas**
A Comparison of Ipsative and Normative Procedures in the Study of Cognitive Preferences.
ED 135 875
The Role of the Laboratory in Science Teaching. Technical Report 10.
ED 135 606
- Taylor, Lorne**
Evaluation of Preschool Programs.
ED 135 481
- Taylor, Michael Lee**
Circulation Price Elasticity in the Daily Newspaper Industry.
ED 134 991
- Taylor, William L.**
Trends in Black School Segregation, 1970-1974. Volume I.
ED 135 900
Trends in Hispanic Segregation 1970-1974, Volume II.
ED 135 904
- Tetzlaff, Mary K.**
S.O.S.: Success Oriented Service.
ED 134 809
- Thayer, Stephen**
Developmental Changes in Children's Inferential Explanations of Nonverbal Social Interaction.
ED 134 901
- Thomas, Daniel Richard**
Toward a Rhetoric.
ED 135 032//
- Thomas, Elizabeth K.**
Some Evidence of Continuing Linguistic Acquisitions in Learning Adolescents.
ED 135 144
- Thomas, Hollie B.**
Baseline Data for Teacher Education. Final Report.
ED 134 686
- Thomas, Thomas C.**
Educational Indicators and Educational Policy. An Occasional Paper.
ED 135 071//
- Thompson, Anthony P.**
Refinement of a Follow-Up Questionnaire Designed to Measure Counseling Process and Outcome.
ED 134 897
- Thompson, Glen**
The Ashlock Tests of Visual Perception. Revised.
ED 135 146
- Thompson, Tad**
Fill Swings-Feed Minds: Report of the Fiscal 1975 Program for the Education of Children of Migrant Farmworkers in New York State.
ED 135 569
- Thornton, Billy**
Effects of Perceived Attractiveness and Sex-Role Interests on Interpersonal Attraction.
ED 134 896
- Thorsell, Bernard Alan**
The Questionable Value of the Master's Degree in Sociology for the Ph.D.-Pursuing Student.
ED 135 708
- Tice, Terrence N.**
Student Rights, Decisionmaking, and the Law. Report No. 10.
ED 135 269
- Timm, Neil H.**
Growth Curve Analysis.
ED 135 860
- Tobias, Richard**
Teaching Job Required Behaviors Via the Systematic Use of Prescribed Group Counseling Interventions: The Program and Its Operational Feasibility.
ED 134 871//
Training the Hard-to-Employ in Job-Required Behavioral Skills: Group Counseling Materials.
ED 134 859//
- Tolan, William J.**
Mothers of "Secure" Vs. "Insecure" Babies Differ Themselves Nine Months Later.
ED 135 495
- Tomasini, Lisa**
Mothers of "Secure" Vs. "Insecure" Babies Differ Themselves Nine Months Later.
ED 135 495
- Tompkins, Rachel B.**
Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation.
ED 135 507
- Toner, Ignatius J.**
The Effect of Serving as a Model of Self-Control on Subsequent Resistance to Deviation in Children.
ED 135 492
- Tonkin, Humphrey**
Introduction to Esperanto Studies. Esperanto Documents, New Series, Number 6A (1976).
ED 135 202
- Towner, John C., Ed.**
Language and Learning.
ED 134 978
- Tracy, Dana Friedman**
The State of the Child in Appalachia: Report of a Conference.
ED 135 467
- Tracy, Michael L.**
A Study of Child Variance, Volume 1: Conceptual Models; Conceptual Project in Emotional Disturbance.
ED 135 120
A Study of Child Variance, Volume 2: Interventions; Conceptual Project in Emotional Disturbance.
ED 135 121
- Trivett, David A.**
Continuing Education for the Professions. ER-IC/Higher Education Research Currents.
ED 135 322
- Tron, Esther O.**
Selected Papers in School Finance: 1975.
ED 135 062
- Trucksis, Theresa**
Project NOLA: Annual Narrative Report. 1976. LSCA Title I Project No. I-16R-75.
ED 135 407
- Tryfan, Barbara**
Changes in the Situation of Country Women in Poland.
ED 135 514//
- Turkewitz, Gerald**
Age-Related Changes in the Relationship Between Visual Stimulus Intensity and Directional Finger Movements in Infants.
ED 135 504
- Turkington, Keith**
The Group Guidance Program: A Group Career Guidance and Job Placement Program for High School Youth (Volume 3-Workshop Training Manual).
ED 134 870//
- Turowski, Jan, Ed.**
Rural Social Change in Poland.
ED 135 510
- Ugland, Richard**
Serving Students with Specific Learning Disabilities in Higher Education-A Demonstration Project at Three Minnesota Community Colleges.
ED 135 434
- Valdes-Fallis, Guadalupe**
Language Development Versus the Teaching of the Standard Language. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.
ED 135 255
- Valento, Eero**
Testing Finnish Schoolchildren's Learning of English Consonants. Jyväskylä Contrastive Studies, No. 3.
ED 135 214
- Van Alstyne, Carol**
Comments on "The Financial State of Higher Education: A Special Report."
ED 135 321
- Van Horn, Kathleen L.**
So What's Different? Student Achievement and Attitude Results from Instructional Development Projects.
ED 135 402
- Van Nagel, Clint**
A Competency Based Teacher Training Program in Learning Disabilities.
ED 135 124
Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model.
ED 135 151
Observation as a Method of Diagnosis and Prescription.
ED 135 147
- Van West, Carla**
American Indian Students and the Arizona Community College System.
ED 135 416

- Vaughn, Gladys Gary, Comp.**
Womens' Roles and Education: Changing Traditions in Population Planning. ED 135 704
- Ver Velde, Margaret Grace**
Assessing the Difficulty Level of Student-Authored Materials in the Primary Grades: Vocabulary and Sentence Structure Procedures for Classroom Use. ED 135 001//
- Vetter, Donald P.**
Teacher's Guide for Maryland v. Trouble: A Video Tape Recording. Law-Related Education Program for the Schools of Maryland. ED 135 713
- Vicino, Frank L.**
A New Yardstick for Comparing Achievement in Basic Skills. ED 135 868
- Vickers, Lelia Louise**
Staff Development Programs in Reading in North Carolina from 1965 to 1974. ED 134 960//
- Vincent, Roger D.**
A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report. ED 134 800
- Vogel, Fred J.**
Counselor Certification Requirements for the Fifty States of the United States. ED 134 895
- Vorwerk, Katherine E.**
The Role of Phonetic Processing in Silent Reading. ED 134 980
- Voth, Donald E.**
Evaluation of an Educational Program's Impact on Attitudes and Knowledge Related to Land Resource Management. ED 135 559
- Wagner, Daniel J.**
Barriers to Enrollment in Post-Secondary VTAE Programs in Wisconsin; Report Pertaining to Southwest Wisconsin Vocational-Technical Institute, Fennimore, Wisconsin. ED 135 445
- Wagner, Sara B.**
Senior Centers: Report of Senior Group Programs in America. ED 134 885
- Walen, Tracey**
The Minneapolis Accountability Project: 1972-1976. Final Report. ED 135 832
- Wales, Christy**
Accelerated Educational Program, Voorhees College: A D E A P Evaluation. Final Report. ED 135 898
- Walker, Douglas K.**
Wisconsin Radio and Television Agricultural Market News Programming. Wisconsin Agricultural Extension Service Research Report No. R2615, April 1974. ED 135 528
- Wallace, David W.**
The Utilization of the Time Extended Group Experience in Counselor Education Practicum Training. ED 134 918
- Wallace, Douglas**
Effects of Brief Training in Sex Counseling on the Attitudes and Behaviors of Health Professionals. ED 134 887
- Walmsley, Sean A.**
Some Evidence of Continuing Linguistic Acquisitions in Learning Adolescents. ED 135 144
- Wanchoo, V. N., Ed.**
Research in Science & Mathematics Education. ED 135 638
- Warner, Carolyn**
"If You Don't Make a Difference, Who Will?" Superintendent's Statewide Advisory Committees. Final Report-Phase I. ED 135 090
- Warner, Douglas Ellertson**
Effect of First-Year High School Shorthand Instruction on Selected English Skills. ED 135 007//
- Wasmundt, Kenneth C.**
Software for Performance Training Carrel. ED 135 393
- Waters, Kathleen A.**
The Design & Implementation of a Curriculum Ladder in Medical Record Administration 1970-1973. ED 134 675
- Watts, Elizabeth**
Towards Dance and Art: A Study of Relationships Between Two Art Forms. ED 135 757//
- Webb, Gertrude**
Initial Computer Analysis: 201 Children with Learning Disabilities. ED 135 137
- Weinrach, Stephen G.**
Outcome Research: Implications for Counseling in the Elementary School. ED 134 913
- Weiss, Helen Glandes**
Survival Alternatives for the LD Adolescent. ED 135 131
- Weiss, Martin S.**
Survival Alternatives for the LD Adolescent. ED 135 131
- Weiss, Michael**
The Influence of Proxemic Variables on Dyadic Interaction Between Peers. ED 134 876
- Wells, Agnes Q.**
Students Enrolled for Advanced Degrees, Fall 1973. ED 135 324
- Wells, Fred**
The Alabama Learning Resource Center--Some Perspectives. ED 135 381
- Wener, Albert**
Delivery of Educational Services for the Learning Disabled: A Systematic Approach. ED 135 139
- Wentink, Els**
The Effect of a Social Perspective-Taking Training on Role-Taking Ability and Social Interaction in Preschool and Elementary School Children. ED 135 490
- Wert, Jonathan M.**
Finding Solutions to Environmental Problems: A Process Guide. ED 135 650
- Whalen, Bruce G.**
Scientific and Technical Information: Options for National Action. ED 135 385
- Wheeler, Adade Mitchell**
The Roads They Made: Women in Illinois History. ED 135 699
- Wheeler, Judith P.**
Working Women and "Woman's Work": A Demographic Perspective on the Breakdown of Sex Roles. ED 134 808
- Wheelock, Gerald C.**
Forecasting Education Needs for Southern Rural Development: State of the Art. ED 135 537
- Whitcomb, Debra**
A General Paradigm for Public Relations Research. ED 134 992
- White, Donald K.**
Continuing Education in Management for Health Care Personnel. A Second Opinion. ED 134 692//
- White, G.B.**
Social Investigation in Physical Education and Sport. ED 135 767//
- Whitehead, Jayme S.**
Teaching Dressing Skills to a Blind Multihandicapped Six Year Old. ED 135 190
- Wicker, Frank W.**
Effects of Training on Solution of Insight Problems. ED 135 785
- Wieder, Donald L.**
The Social Bases for Illegal Behavior in the Student Community: First Year Report. ED 134 869//
- Wiedman, Phyllis**
An Assessment of the Management Development Needs of De Anza College Administrators. ED 135 432
- Wilder, David A.**
Persuasiveness as a Function of Intraindividual Consistency on Several Issues. ED 134 877
- Wiley, Karen B.**
The NSF Science Education Controversy: Issues, Events, Decisions. ED 135 674
- Williams, Kathleen N.**
Foreign Medical Graduates and their Effects on the Quality of Medical Care in the United States. ED 135 273
- Williams, M. Lee**
Equivocation: How Does It Affect Receiver Agreement and Recall? ED 135 019
- Williams, Michael J.**
A Curriculum Guide for Industrial Arts Activities for Children with Emotional Problems. ED 134 677
- Williams, Paul L.**
Cognitive Complexity and Its Relationship to the Classroom Cognitive Behavior of Teachers. ED 135 770
- Williams, Richard C.**
Effecting Organizational Renewal in Schools: A Social Systems Perspective. I/D/E/A Reports on Schooling. ED 135 068//
- Willis, Barry**
Fundamentals of Script Writing. ED 135 406
- Wilson, Everett K.**
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- Wilson, H. A.**
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Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance. ED 134 954
- Wilson, Joe C.**
Spalding Junior High, Unit 1 Dropout Prevention Program. Maxi 2 Practicum. ED 134 915
- Wilson, Robert M.**
Twenty-eight Ways to Help Your Child Be a Better Reader. ED 134 967//
- Wims, Warner Barry**
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- ED 135 295
- Withrow, Dorothy E.**
Gateways to Readable Books. Fifth Edition.
ED 134 961//
- Wolfe, Robert, Ed.**
World Disarmament Kit.
ED 135 718
- Wolfbein, Seymour L., Ed.**
Labor Market Information for Youths.
ED 134 708
- Wolfe, Mary L.**
Attitude and Attitude Change in Student Teachers.
ED 135 772
- Wolfram, Walt**
On the Relationship of Sociolinguistics and Speech Pathology.
ED 135 242
- Woloshin, Gerald W.**
College Bound Program; Summer 1975.
ED 135 918
- Woodbury, Roger**
An Evaluation of Individualized Instructional Units Using the Bayesian Theorem in Two-year Technical Institutes Designated as Developing Institutions.
ED 135 439
- Woodward, James**
Negative Incorporation in French and American Sign Language.
ED 135 248
- Woodward, Robert L.**
Industrial Arts Power Mechanics. Applying Scientific Principles to Power, Energy, Force. Instructional Units.
ED 134 698
- Wortman, Marlene Stein**
The Roads They Made: Women in Illinois History.
ED 135 699
- Wright, Andrew**
Writing a Foreign Language Course: One Project Team's Experience. ELT Documents (76/2).
ED 135 212
- Wright, Emmett**
The Effect of Intensive Instruction in Hypothesis Generation Upon Hypothesis Forming and Questioning Behaviors of Ninth Grade Students.
ED 135 661
- Wright, Joe, Ed.**
Project SAVE, Student Action for Valuing the Environment.
ED 135 648
- Wurster, Stanley R.**
Para-Professional Counselor-Aides in Elementary Schools.
ED 134 860
- Wylie, Turrell V.**
Tibet's Role in Inner Asia. Teaching Aids for the Study of Inner Asia, No. 2.
ED 135 725
- Yates, Dudley**
The Impact of Regional Accrediting Agencies upon Libraries in Postsecondary Education.
ED 135 337
- Yeager, Charles M.**
The Black Child's Self-Concept Within the School Context.
ED 135 740
- Yeaton, Charles**
Helping Your Children Discover.
ED 134 947
- Younes, Robert P.**
Initial Computer Analysis: 201 Children with Learning Disabilities.
ED 135 137
- Young, Marjorie**
Lonely Parents: Observations by Public Health Nurses of Alienation in Child Abuse.
ED 134 894
- Young, Nancy Foon**
The Chinese in Hawaii: An Annotated Bibliography. Hawaii Series No. 4.
ED 135 877//
- Young, Philip B.**
Acoustic-Associative Memory Attribute Dominance Predicted by Age and SES.
ED 134 893
- Yurchak, Mary-Jane H.**
Infant-Toddler Curriculum of the Brookline Early Education Project.
ED 135 475
- Zarle, Thomas**
Development of a Behavioral Affective Relationship Scale for Encounter Research.
ED 134 900
- Zdravkovich, V.**
Organic Chemistry Self Instructional Package 1: Review of General Chemistry.
ED 135 581
- Organic Chemistry Self Instructional Package 2: Methane.**
ED 135 582
- Organic Chemistry Self Instructional Package 3: Alkanes-Homologous Series and Isomerism.**
ED 135 583
- Organic Chemistry Self Instructional Package 4: Alkanes-Nomenclature.**
ED 135 584
- Organic Chemistry Self Instructional Package 5: Alkanes Preparations and Reactions.**
ED 135 585
- Organic Chemistry Self Instructional Package 6: Stereochemistry 1.**
ED 135 586
- Organic Chemistry Self Instructional Package 7: Alkenes-Nomenclature and Isomerism.**
ED 135 587
- Organic Chemistry Self Instructional Package 8: Alkenes-Preparations.**
ED 135 588
- Organic Chemistry Self Instructional Package 9: Alkenes-Reactions 1.**
ED 135 589
- Organic Chemistry Self Instructional Package 10: Alkenes-Reactions 2.**
ED 135 590
- Organic Chemistry Self Instructional Package 11: Stereochemistry 2.**
ED 135 591
- Organic Chemistry Self Instructional Package 12: Alkynes.**
ED 135 592
- Organic Chemistry Self Instructional Package 13: Dienes.**
ED 135 593
- Organic Chemistry Self Instructional Package 14: Cyclic Compounds.**
ED 135 594
- Organic Chemistry Self Instructional Package 15: Benzene, Aromaticity.**
ED 135 595
- Organic Chemistry Self Instructional Package 16: Aromatic Chemistry Effect of Substituents.**
ED 135 596
- Organic Chemistry Self Instructional Package 17: Arenes.**
ED 135 597
- Zimiles, Herbert**
Children's Interactions in Open Versus Traditional Settings.
ED 135 468
- Zimmerman, Donald H.**
The Social Bases for Illegal Behavior in the Student Community: First Year Report.
ED 134 869//
- Zuckerman, Diana M.**
Challenging the Traditional Female Role: An Exploration of Women's Attitudes and Career Aspirations.
ED 134 878

Institution Index

311

This index lists the titles of documents under the institution responsible for them and under the sponsoring agency, when appropriate. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the resume section.

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ED 135 392

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ED 135 378

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ED 135 393

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ED 135 388

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ED 135 240

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ED 134 815

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ED 135 753

Vital Issues.

ED 135 755

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ED 134 867

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ED 135 322

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ED 135 323

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ED 135 344

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ED 135 297

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ED 135 257

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ED 135 114//

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ED 135 704

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ED 134 858//

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ED 134 845

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ED 134 814

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ED 134 852//

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ED 135 374

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ED 135 087

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ED 135 338

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ED 135 467

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ED 135 411

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ED 134 706

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ED 135 090

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ED 135 365

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ED 135 179

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ED 135 180

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ED 135 069//

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ED 135 071//

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ED 135 070//

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ED 135 727

The Inner Asian Diplomatic Tradition. Teaching Aids for the Study of Inner Asia, No. 3.

ED 135 726

Tibet's Role in Inner Asia. Teaching Aids for the Study of Inner Asia, No. 2.

ED 135 725

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ED 134 827

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ED 134 824

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ED 134 825

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ED 134 826

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ED 135 112

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ED 134 832

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ED 134 833

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ED 135 208

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ED 135 501

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ED 134 801

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ED 134 676

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ED 135 093

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ED 135 092

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ED 135 093

ED 135 094

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ED 134 939

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ED 134 938

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ED 134 942

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ED 134 941

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ED 134 940

Semantic Grammar: An Engineering Technique for Constructing Natural Language Understanding Systems.

ED 135 376

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ED 135 365

Strategic Processes in Beginning Reading. Technical Report No. 15.

ED 134 937

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ED 134 936

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ED 135 864

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ED 135 217

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ED 135 212

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ED 135 476

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ED 135 475

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ED 135 477

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ED 134 828

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ED 135 160

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ED 135 054

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ED 135 166

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ED 135 191

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ED 135 158

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ED 135 053

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ED 135 179

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ED 135 196

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ED 135 162

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ED 135 183

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ED 135 187

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Maximizing Your Training Efficiency: The Application of Behavioral Principles to Job Training (Workbook).
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Teaching Job Required Behaviors Via the Systematic Use of Prescribed Group Counseling Interventions: The Program and Its Operational Feasibility.
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ED 134 859//
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ED 135 102
Program Models. State Task Force on Educational Programs for Disruptive Youth.
ED 135 115
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ED 135 713
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Final Report of the Task Force on Educational Programs for Disruptive Youth.
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Program Models. State Task Force on Educational Programs for Disruptive Youth.
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ED 135 713
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ED 134 805
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ED 134 806
- Maryland Univ., College Park. Counseling Center.**
An Evaluation of a Women's Studies Program.
ED 135 315
- Maryland Univ., College Park. Dept. of Industrial Education.**
Cooperative Work Experience. An Annotated Resource Guide.
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- Meharry Medical Coll., Nashville, Tenn.**
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- Merrimack Education Center, Chelmsford, Mass.**
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ED 135 390
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- Michigan State Univ., East Lansing.**
Instruction: Cable and Slow-Scan. Workshop.
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324 Institution Index

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ED 135 465

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ED 135 003

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ED 135 227

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ED 135 692

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ED 135 694

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ED 135 296

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ED 135 789

Title IX and Physical Education: A Compliance Overview.

ED 135 790

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Administration (DOT), Washington, D. C.

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ED 134 696

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ED 135 493

Variable Differential Reinforcement of Other Behavior (VDRO): Its Effectiveness as a Modification Procedure.

ED 135 472

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Literacy: Problems and Solutions. A Resource Handbook for Correctional Educators.

ED 134 748//

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ED 135 813

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ED 135 841

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ED 135 550

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ED 134 939

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ED 135 041

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ED 135 496

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ED 135 665

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ED 134 938

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ED 135 058

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ED 135 054

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ED 134 942

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ED 135 669

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ED 135 457

Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation.

ED 135 507

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ED 135 411

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ED 134 941

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ED 135 893

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ED 135 821

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ED 134 935

Generalized Effects of Modeled Self-Reinforcement Training. Final Report.

ED 135 466

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ED 134 926

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ED 134 928

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ED 135 097

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ED 134 929

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ED 135 820

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ED 134 933

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ED 135 103

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ED 134 934

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ED 134 931

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ED 135 874

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ED 135 367

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ED 134 812

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ED 135 454

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ED 134 940

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ED 135 506

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ED 135 061

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ED 135 808

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Implementation of Decision-Oriented Evaluation Units in Consortium Agencies. ED 135 809

Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part E - Report Synthesizing Evaluation of Development and Implementation of Model Training Program. ED 135 810

Program to Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part F - Report on Design and Evaluation of Internship Experiences. ED 135 811

A Review of Research Related to Environmental Education, 1973-1976. ED 135 647

School Facilities Planning. Research Report Number 1974-2. ED 135 080//

Sentences in Lists and in Connected Discourse. Technical Report No. 3. ED 134 927

The Series Program: One Student's Behavior. ED 135 386

The Social Structure of School and Reform: A Case Study of IGE/S. Technical Report No. 400. ED 135 053

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Strategic Processes in Beginning Reading. Technical Report No. 15. ED 134 937

Survey of Education Information Service Sites. Study of Information Requirements in Education. ED 135 410

Survey of the Social, Political, and Educational Perspectives of American College and University Faculty. Final Report. 2 Volumes. ED 135 278

A System for Describing and Evaluating Criterion-Referenced Tests. ED 135 840

Taking Different Perspectives on a Story. Technical Report No. 14. ED 134 936

Teacher Behaviors and Curriculum Packages: Implications for Research and Teacher Education. Technical Report No. 9. ED 134 932

Teaching about Aging. ED 135 682

Teaching Children How to Think; Synthesis, Interpretation and Evaluation of Research and Development on Creative Problem Solving. ED 135 889

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The Use of Regression Discontinuity Model with Criterion-Referenced Testing in the Evaluation of Compensatory Education. ED 135 869

Using Anchor Test Study Tables in State Assessment Programs. ED 135 842

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The Effect of Previous Context on Reading Individual Words. Technical Report No. 20. ED 134 941

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Generalized Effects of Modeled Self-Reinforcement Training. Final Report. ED 135 466

Mental Health Consultation to the Schools: Directions for the Future. ED 134 875//

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A National Study of Adolescent Drinking Behavior, Attitudes and Correlates. Final Report. ED 134 854//

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The Fifty State School Boards Associations. ED 135 081//

Radio: Your Publics Are Listening! ED 135 082//

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First Course in Algebra, Student's Text, Part II, Unit 10. ED 135 618

First Course in Algebra, Teacher's Commentary, Part I, Unit 11. ED 135 619

First Course in Algebra, Teacher's Commentary, Part II, Unit 12. ED 135 620

- Geometry, Student's Text, Part II, Unit 14.
ED 135 622
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Revised Edition.
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Organic Chemistry Self Instructional Package 4: Alkanes-Nomenclature. ED 135 584
Organic Chemistry Self Instructional Package 5: Alkanes Preparations and Reactions. ED 135 585
Organic Chemistry Self Instructional Package 6: Stereochemistry 1. ED 135 586
Organic Chemistry Self Instructional Package 7: Alkenes-Nomenclature and Isomerism. ED 135 587
Organic Chemistry Self Instructional Package 8: Alkenes-Preparations. ED 135 588
Organic Chemistry Self Instructional Package 9: Alkenes-Reactions 1. ED 135 589
Organic Chemistry Self Instructional Package 10: Alkenes-Reactions 2. ED 135 590
Organic Chemistry Self Instructional Package 11: Stereochemistry 2. ED 135 591
Organic Chemistry Self Instructional Package 12: Alkynes. ED 135 592
Organic Chemistry Self Instructional Package 13: Dienes. ED 135 593
Organic Chemistry Self Instructional Package 14: Cyclic Compounds. ED 135 594
Organic Chemistry Self Instructional Package 15: Benzene, Aromaticity. ED 135 595
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332 Institution Index

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337

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CE007936	ED134672	CE009481	ED134731	CE009828	ED134790
CE008354	ED134673	CE009482	ED134732	CE009864	ED134791
CE008355	ED134674	CE009499	ED134733	CE009880	ED134792
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		HE008663	ED135298	IR004507	ED135395
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FL008251	ED135205	HE008670	ED135302	IR004513	ED135399
FL008271	ED135206	HE008671	ED135303	IR004522	ED135400
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FL008330	ED135209	HE008674	ED135306	IR004530	ED135403
FL008346	ED135210	HE008675	ED135307	IR004533	ED135404
FL008347	ED135211	HE008676	ED135308	IR004534	ED135405
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FL008351	ED135213	HE008678	ED135310	IR004539	ED135407
FL008358	ED135214	HE008679	ED135311	IR004541	ED135408
FL008360	ED135215	HE008680	ED135312	IR004542	ED135409
FL008362	ED135216	HE008681	ED135313	IR004570	ED135410
FL008364	ED135217	HE008682	ED135314	IR004571	ED135411
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FL008383	ED135227	HE008695	ED135324	JC770149	ED135420
FL008386	ED135228	HE008696	ED135325	JC770150	ED135421
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FL008388	ED135230	IR003590	ED135326	JC770152	ED135423
FL008391	ED135231	IR004276	ED135327	JC770153	ED135424//
FL008392	ED135232	IR004277	ED135328	JC770154	ED135425
FL008393	ED135233	IR004285	ED135329	JC770155	ED135426
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JC770159	ED135430	RC009682	ED135526	SE021993	ED135623
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JC770161	ED135432	RC009684	ED135528	SE021995	ED135625
JC770162	ED135433	RC009685	ED135529	SE021996	ED135626
JC770163	ED135434	RC009686	ED135530	SE021997	ED135627
JC770164	ED135435	RC009687	ED135531	SE021998	ED135628
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JC770170	ED135439	RC009691	ED135535	SE022002	ED135632
JC770171	ED135440	RC009692	ED135536	SE022005	ED135633
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JC770173	ED135442	RC009697	ED135538	SE022014	ED135635
JC770174	ED135443	RC009698	ED135539	SE022015	ED135636
JC770175	ED135444	RC009699	ED135540	SE022020	ED135637
JC770176	ED135445	RC009701	ED135541	SE022022	ED135638
JC770179	ED135446	RC009702	ED135542	SE022023	ED135639
JC770180	ED135447	RC009704	ED135543	SE022024	ED135640
JC770181	ED135448	RC009705	ED135544	SE022026	ED135641
JC770182	ED135449	RC009706	ED135545	SE022095	ED135642
JC770184	ED135450	RC009707	ED135546	SE022098	ED135643
		RC009708	ED135547	SE022103	ED135644
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PS009056	ED135457	RC009719	ED135554	SE022138	ED135651
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PS009074	ED135459	RC009721	ED135556	SE022140	ED135653
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PS009091	ED135462	RC009724	ED135559	SE022148	ED135656
PS009092	ED135463	RC009725	ED135560	SE022151	ED135657
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PS009124	ED135487	SE021574	ED135583	SO009679	ED135680
PS009125	ED135488	SE021575	ED135584	SO009703	ED135681
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PS009149	ED135502	SE021757	ED135598	SO009802	ED135695
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SP010847	ED135789			UD016827	ED135929
				UD016829	ED135930
				UD016831	ED135931
				UD016832	ED135932

NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

DESCRIPTORS

ADVANCE ORGANIZERS Mar. 1977
SN Preview questions and comments used to increase learners' comprehension and recall.

ADVENTITIOUSLY HANDICAPPED Sep. 1975
SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION Nov. 1975
SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES Mar. 1976
SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ANDROGYNY Mar. 1977
SN Integration of male and female characteristics (roles, behaviors, personality traits, biological traits, etc.).

Animal Life
USE ZOOLOGY

ASSERTIVENESS Mar. 1977
SN Frank, honest, and direct expression of one's feelings or opinions, both positive and negative.
UF Assertive Training

ATHAPASCAN LANGUAGES Sep. 1975
UF Athabascan Languages

ATTRIBUTION THEORY Oct. 1976
SN Theory focusing on specific behavior as caused by the subject's attributions to the perceived causes of such behavior.
UF Causal Attributions

AUTEURISM May 1976
SN The consideration of films as embodiments of the personalities of film directors.

Bicultural Training
USE CROSS CULTURAL TRAINING

Birth Defects
USE ANOMALIES

BUILDING SYSTEMS Dec. 1976
SN Assemblies of building subsystems and components (structural and mechanical), with instructions for putting them together; normally these components are mass-produced and used for specific generic projects in building construction.

CAREER EXPLORATION Sep. 1975
SN Investigating occupational interest areas often through real or simulated job experience-frequently refers to the second phase of career education appropriate for grades 6 through 10.

CHILDRENS TELEVISION Dec. 1976
SN Television programming designed for or aimed at children's interests.

Cinema
USE FILMS

COGNITIVE STYLE Oct. 1976
SN Information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving.
UF Learning Style

COHORT ANALYSIS Dec. 1976
SN Group by group analytic treatment of individuals having a statistical factor in common to each group-group members share a particular characteristic (e.g., born, married, etc. within a given year) or a common experience (e.g., entering a particular training phase at a given time).

COLLEGE GOVERNING COUNCILS Dec. 1976
SN Organizations of representatives of faculty, and sometimes administrators and students, that consider administrative, academic, or operational policies of the institution.
UF Academic Senates
Faculty Councils
Faculty Senates
University Councils
University Senates

COMMUNICATIVE COMPETENCE (LANGUAGES) Jul. 1976
SN The ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form.

Competencies
USE SKILLS

Component Building Systems (Del Dec76)
USE BUILDING SYSTEMS

CONGENITALLY HANDICAPPED Sep. 1975
SN Handicapped at birth.

CONSUMER PROTECTION Dec. 1975
SN Methods or processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS Feb. 1976
SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction--designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.
UF CEU

Continuing Professional Education
USE PROFESSIONAL CONTINUING EDUCATION

Culturally Deprived Children
USE CULTURALLY DISADVANTAGED (AND) DISADVANTAGED YOUTH

DECLINING ENROLLMENT Dec. 1976
SN Diminishing numbers of students in educational institutions.

DELAY OF GRATIFICATION Oct. 1976
SN The self-imposed delay of reinforcement or voluntary deferment of reward.

DEVELOPMENTAL STAGES Oct. 1976
SN Natural or common divisions of the human developmental process, characterized by types of behavior (as in the oral stage), by biological properties or manifestations (as in the embryonic stage), or by mental processes (as in Piaget's "Concrete Operations" stage).
UF Stages of Development
Stage Theory

DISCOGRAPHIES Feb. 1976
SN Organized lists of phonograph records.
UF Phonograph Record Lists

DIVORCE Feb. 1976
SN The legal dissolution of a marriage.

NEW THESAURUS TERMS

DOCTOR OF ARTS DEGREES Mar. 1976
SN Degrees emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS Sep. 1975
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

Educational Equality (Del Dec76)
USE EQUAL EDUCATION

EDUCATIONAL GERONTOLOGY Jul. 1976
SN Study and practice of educational endeavors for and about the aged and aging, and preparation of persons to work with these groups.

Enlisted Men (Del May76)
USE ENLISTED PERSONNEL

ENLISTED PERSONNEL May 1976

Enlisted Women
USE ENLISTED PERSONNEL

Equity (Impartiality)
USE JUSTICE

ERROR ANALYSIS (LANGUAGE) Mar. 1977

SN In language teaching and testing, a technique of measuring progress and of devising teaching methods by recording and classifying the mistakes made by students; in linguistics, the observation of errors in the speech process as a means of understanding the phonological and semantic components of language, interactional processes, and speakers' discourse strategies.

ESKIMO ALEUT LANGUAGES Sep. 1975
UF Aleut

Exemplary Programs
USE DEMONSTRATION PROGRAMS

Exemplary Projects
USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS May 1976
SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

Faculty Advancement
USE FACULTY PROMOTION

Faculty Load
USE FACULTY WORKLOAD

FACULTY WORKLOAD Oct. 1976
SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct. 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).

FIELD HOCKEY Dec. 1975

FILM CRITICISM May 1976
SN Act and art of analyzing and judging the quality of films.

FILMOGRAPHIES May 1976
SN Lists of films, sometimes including other media and/or commentary.
UF Film Lists

Folklore
USE FOLK CULTURE

FOOTBALL Dec. 1975

Foreign Relations (Del Jul76)
USE INTERNATIONAL RELATIONS

Freedom of the Press
USE FREEDOM OF SPEECH

GERONTOLOGY Jul. 1976
SN Scientific study of aging and problems of the aged.

GRADUATE MEDICAL EDUCATION Jul. 1976

SN Medical education beyond the undergraduate medical school and the attainment of the professional degree, leading to eligibility for certification in a specialty.
UF Internships (Medical)
Residency Programs (Medical)

GRADUATE MEDICAL STUDENTS Jul. 1976

SN Graduates of medical schools with professional degrees preparing for certification as specialists.
UF Fellows (Medical)
Interns (Medical)
Physicians in Training
Residents (Medical)

HAWAIIANS Mar. 1976
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

HEAT RECOVERY Oct. 1976
SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.

HYPERTENSION Nov. 1975
UF High Blood Pressure

ILLEGAL IMMIGRANTS Mar. 1976
SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.

UF Alien Illegality
Illegal Aliens
Immigrant Illegality

INCOME CONTINGENT LOANS Jul. 1976
SN Loans for which repayment is based on a percentage of future annual income.

UF Deferred Tuition
Tuition Postponement

INDOCHINESE Mar. 1976
UF Cambodian Americans
Laotian Americans
Vietnamese Americans

Information Processes (Psychological)
USE COGNITIVE PROCESSES

Institutionalized (Persons) (Del May76)
USE INSTITUTIONALIZED PERSONS

INSTITUTIONALIZED PERSONS May 1976

INSTRUCTIONAL STUDENT COSTS Dec. 1975

SN Costs incurred by students for formal instruction--includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

INTERNATIONAL EDUCATIONAL EXCHANGE Jul. 1976

SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.

INTERNATIONAL RELATIONS Jul. 1976
SN Relations among political units of national rank--also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.

INTERNATIONAL STUDIES Jul. 1976
SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics--commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."

JOB ENRICHMENT Feb. 1976
SN Reshaping of work and work flow to produce more meaningful job content.
UF Work Enrichment

JOB SEARCH METHODS Dec. 1976
SN Procedures preceding job application whereby employment opportunities are determined.

JOURNALISM EDUCATION Mar. 1977
SN Preparing students to pursue careers or work in journalism as writers, reporters, broadcasters, technicians, and teachers.

LABELING (OF PERSONS) Sep. 1975
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

Language Acquisition
USE LANGUAGE DEVELOPMENT

LANGUAGE ATTITUDES Mar. 1976
SN Reactions, beliefs, or values about language and language use.

NEW THESAURUS TERMS

LANGUAGE OF INSTRUCTION Mar. 1976

SN Language in which curriculum subjects are presented.

UF Instructional Language
Medium of Instruction (Language)
Teaching Language

LEARNING MODULES Oct. 1976

SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of learning activities, and provisions for evaluation, with provisions for remediation generally included.

UF Learning Kits
Learning Packages
Modular Learning

LEGAL ASSISTANTS Dec. 1976

SN Trained paraprofessionals who, under a lawyer's supervision or on legal authorization, perform certain legal activities traditionally carried out only by lawyers.

UF Paralegals

LIBRARY ADMINISTRATION Sep. 1975

UF Library Management

LIFE CYCLE COSTING Oct. 1976

SN Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.

UF Life Costs (Facilities and Equipment)

LIFETIME SPORTS Dec. 1975

SN Sports where participation can be carried on throughout one's lifetime--generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

LINGUISTIC BORROWING Oct. 1976

SN Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.

UF Loan Words
Phonological Borrowing
Syntactic Borrowing
Word Borrowing

Mainstreaming

USE REGULAR CLASS PLACEMENT

MASTERY LEARNING Dec. 1976

SN Strategy characterized by: the definition of learning objectives and expected achievement level; a design that permits as many students as possible to achieve objectives to specified level; and the assignment of grades based on achievement of objectives at specified level.

MASTERY TESTS Dec. 1976

SN Tests used to place individuals into two distinct groups: those who have clearly reached a predetermined standard of competency and those who have not.

MATE SELECTION Mar. 1977

SN Process of choosing a partner for marriage or cohabitation.

MEDICAL CARE EVALUATION Dec. 1976

SN Measurement of the quality of health care.

UF Health Care Evaluation
Medical Audit
Patient Care Evaluation

Multicultural Training

USE CROSS CULTURAL TRAINING

Multiethnic Training

USE CROSS CULTURAL TRAINING

NEEDS ASSESSMENT Feb. 1976

SN Evaluative process of determining needs and deciding on priorities among them.

Nonbook Materials

USE AUDIOVISUAL AIDS

NONINSTRUCTIONAL STUDENT COSTS

Dec. 1975

SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education--includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.

Nonprint Materials

USE AUDIOVISUAL AIDS

Nonprint Media

USE AUDIOVISUAL AIDS

ORAL HISTORY

Feb. 1976

SN History via recordings and transcripts of speech.

Ornamental Horticulture Occupation (Del May76)

USE ORNAMENTAL HORTICULTURE OCCUPATIONS

ORNAMENTAL HORTICULTURE OCCUPATIONS

May 1976

PARAPROFESSIONAL PERSONNEL

Feb. 1976

SN Persons engaged to work with professionals in secondary or supplementary capacities.

PEER EVALUATION

Dec. 1976

SN Evaluation by one's peers.

UF Peer Review

PERINATAL INFLUENCES

Sep. 1975

SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

PHARMACY

Dec. 1976

SN The art or practice of preparing, preserving, compounding, and dispensing drugs.

Plant Life

USE BOTANY

Plays (Theatrical)

USE DRAMA

Population Movements

USE MIGRATION

Population Shifts

USE MIGRATION

PORTUGUESE AMERICANS Mar. 1976

PRETEND PLAY

May 1976

SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.

UF Fantasy Play
Make Believe Play

PROGRAM VALIDATION

Mar. 1977

SN Demonstration of the worth of a program in attaining its objectives, including verification of claims made for it by its sponsors (Note: Use "Program Evaluation" if validity of program is yet to be substantiated by impartial evaluator).

UF Validated Programs

PROSOCIAL BEHAVIOR

May 1976

SN Socially valued or positive social actions which are generally supportive of others within the existing social system.

Prosodic Features (Speech)

USE SUPRASEGMENTALS

Prosody (Literary)

USE VERSIFICATION

RAPE

Sep. 1975

UF Statutory Rape

READABILITY FORMULAS Mar. 1977

SN Devices, indexes, or methods for determining the level of difficulty of written material based on the vocabulary, sentence length and structure, and other factors.

Readings (Collections)

USE ANTHOLOGIES

REDUCTION IN FORCE

Mar. 1977

SN Reduction in the total number of people employed by an organization--includes such methods as laying off personnel, creating early retirement options, transferring personnel, and not filling openings created through normal staff attrition (Note: Prior to Mar77, the instruction "Reduction in Force," use "Job Layoff" was carried in the Thesaurus).

Resegregated Schools

USE SCHOOL SEGREGATION

REVERSE DISCRIMINATION Dec. 1976

SN Preferential treatment of groups of people who had previously been discriminated against, to the exclusion of other groups.

RURAL TO URBAN MIGRATION

Oct. 1976

SN Population movement from rural areas to urban areas for purpose of relocation.

NEW THESAURUS TERMS

SAMOAN AMERICANS Mar. 1976
 SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.
 UF American Samoans

School Employees
 USE SCHOOL PERSONNEL

School Resegregation
 USE SCHOOL SEGREGATION

Schools Within a School Plan
 USE HOUSE PLAN

Self Confidence
 USE SELF ESTEEM

SOCCER Dec. 1975

SOCIAL INDICATORS Oct. 1976
 SN Output-oriented measures of individuals and groups that reflect quality of life.

Social Science Methodology
 USE RESEARCH METHODOLOGY (AND) SOCIAL SCIENCE RESEARCH

SOCIAL SCIENCE RESEARCH Sep. 1975
 SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

SOFTBALL Dec. 1975

Sports News
 USE ATHLETICS (AND) NEWS MEDIA

Sports Reporting
 USE ATHLETICS (AND) NEWS REPORTING

STRESS (PHONOLOGY) Mar. 1976

STUDENT EVALUATION OF TEACHER PERFORMANCE May 1976
 SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.

STUDENT FINANCIAL AID Mar. 1976
 UF Student Aid

STUDENT RECRUITMENT Feb. 1976
 SN Activity designed to encourage students or potential students to enroll

in a particular program, course, or class, or at a particular institution.

SYSTEMS BUILDING Dec. 1976
 SN Application of the systems approach to construction, normally resulting in the organization of programming, planning, design, financing, manufacturing, construction, and evaluation of buildings under single or highly coordinated management into an efficient total process.

TEST ITEMS Mar. 1977
 SN Questions, problems, and other items which elicit responses which can be measured as single units and related to the skill the test is measuring as a whole.

TRACK AND FIELD Dec. 1975

Universal Education (Del Dec76)
 USE EQUAL EDUCATION

Urban Immigration (Del Oct76)
 USE RURAL TO URBAN MIGRATION

URBAN TO RURAL MIGRATION Oct. 1976
 SN Population movement from urban areas to rural areas for purpose of relocation.

URBAN TO SUBURBAN MIGRATION Oct. 1976
 SN Population movement from urban areas to suburban areas for purpose of relocation.

VOLLEYBALL Dec. 1975

WELSH Sep. 1975
 SN The Celtic language of Wales.

WIDOWED Nov. 1975
 SN Widows and widowers.

WORK SAMPLE TESTS Dec. 1976
 SN Use of job tasks, either real or simulated, to ascertain the possession of needed skills for specific jobs and as diagnostic tools in the evaluation of vocational rehabilitation clients.

UF Job Samples
 Job Sample Tests
 Work Samples

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